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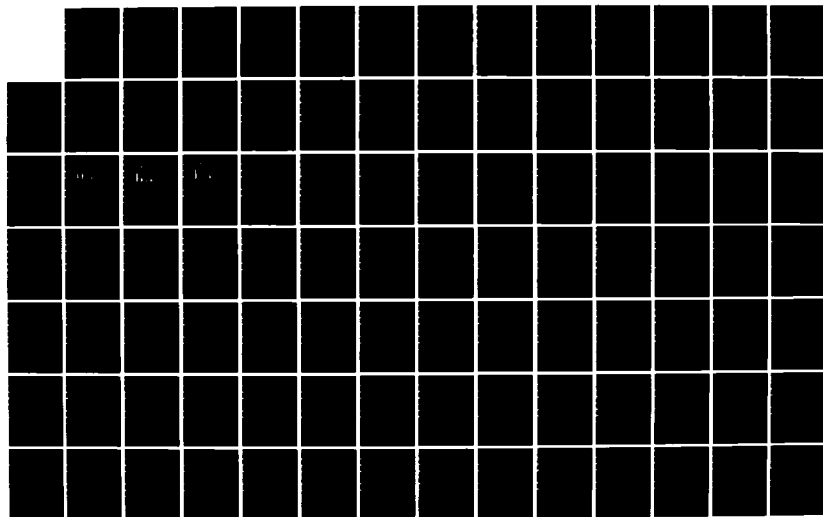
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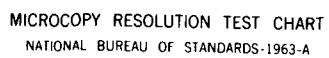
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# AIR COMMAND AND STAFF COLLEGE

## STUDENT REPORT

CAREER SPECIALIZATION: THE SENIOR  
SECURITY POLICE OFFICERS' VIEW

MAJOR STANLEY L. BUSBOOM 85-0345

*"insights into tomorrow"*

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REPORT NUMBER 85-0345

TITLE CAREER SPECIALIZATION: THE SENIOR  
SECURITY POLICE OFFICERS' VIEW

AUTHOR(S) MAJOR STANLEY L. BUSBOOM, USAF

FACULTY ADVISOR LT COL JOHN R. GRELLMAN, ACSC/EDCC

SPONSOR COL FRANK K. MARTIN, HQ TAC/SP

Submitted to the faculty in partial fulfillment of  
requirements for graduation.

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## PREFACE

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I originally conceived the direction of this report to answer a question I've been asking myself off and on for 13 years--give or take the 18 months I was a second lieutenant incapable of any coherent thought process. Why was my career specialty considered "different" from other Air Force career fields? I discerned early on that my peers in other fields were linked to Major Commands, weapon systems, or at least some piece of hardware. As my assignments took me through four different Major Commands, and never once back to the same weapon system, I concluded that my institutional identity was based on people, rather than organizations, systems, commands or doctrine.

The people I am referring to are the senior officers in the career field. This report is about them and for them. For a number of completely unscientific reasons, I believe the general and the colonels in the security police business are the heart and soul of our career identity. I think they **are** the institution and I believe their ideas on career specialization are important. While the focus of this study was narrowed by the statistical methods used, I ask that each reader keep in mind the broader ideas that led to this effort.

\* \* \* \* \*

I ask the readers with limited time not to get lost in the bulk of this study or to be discouraged by the statistical methodology. Read the executive summary, the introduction chapter, the summary chapter, and Appendix C, and you'll have all of the information and ideas I'm offering. Of course you'll also be taking my word for a lot of the analysis and when you get the time, I'd ask that you read the study cover to cover and reach your own conclusions. If you have no time **at all**, turn to Appendix C right now and read the verbatim comments of the career field leaders.

The Air Command and Staff College places a disclaimer in all student projects and I'd like to add to that. This study reflects my opinions alone--the findings, conclusions and recommendations were made without consulting anyone or anything

other than the data base. The written comments that are reported verbatim **are not** my opinions. They are the responsibility of the officers who wrote them. I have removed all attribution or identity by position from these statements, both in the report and in the original source documents.

\* \* \* \* \*

I gratefully acknowledge the key contributions made to this effort by the following people:

- Col Frank Martin, HQ TAC Chief of Security Police, for advice, encouragement and sponsorship over the course of the study.

- Lt Col Lynn Taber, HQ AU Directorate of Institutional Research, Evaluation, and Technology, for his support during the survey approval phase and for getting the Air War College sample done.

- Capt James Lowe and his staff, LMDC Concepts Division, for invaluable assistance in testing the study's analysis principles.

- Mr. Jesse Barron, HQ AU Statistics and Modeling Branch for arranging answer-sheet scoring and for writing, running and explaining the data reduction program.

I sincerely thank the following people for making this project an effective and worthwhile endeavor: Dr. Wesley Robb and Dr. Garrett Capune, for their permission to use lecture material from the Police Administration Institute; Lt Col Bob Grellman, for a thorough scrubbing of language and logic; Lt Col John Blamey, for advice and instruction on questionnaires and surveying; Capt Ken Lowe, for questionnaire model research; Maj Jack Robbins for seemingly unlimited statistics expertise; Mrs. Karen Renninger, for stalwart administrative assistance; and Maj Dave Brach and Maj Bob Matthews, for proofing the text.



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## ABOUT THE AUTHOR

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Major Stanley L. Busboom was commissioned through ROTC in 1971 and received a regular commission in 1974. He has served in eight organizations including overseas tours in Thailand and the Federal Republic of Germany. His military decorations include the Bronze Star Medal, the Meritorious Service Medal with two oak leaf clusters, and the Air Force Achievement Medal.

Major Busboom is a career security police officer with over 13 years of experience in law enforcement, weapon systems security, and airbase ground defense. His assignments have included duties as a law enforcement officer, airbase ground defense flight commander, administrative security officer, and squadron operations officer. His most recent assignments include a tour at Headquarters, Tactical Air Command, as the Law Enforcement Branch Chief and Commander of the 833d Security Police Squadron at Holloman AFB, New Mexico.

Major Busboom's professional and academic education includes a Bachelor of Science Degree in Law Enforcement Administration from the University of Arizona and a Master's Degree in Criminal Justice from Golden Gate University. He has completed both the Police Administration Institute at the University of Southern California and graduate courses in corrections at the University of Georgia. He is a distinguished graduate of the Squadron Officer School and a seminar graduate of the Air Command and Staff College. He has attended numerous professional courses including the Basic Security Police Officer Course and the Security Police Staff Officer Course.

Currently attending the Air Command and Staff College in residence, Major Busboom is a lieutenant colonel selectee and has been nominated for an exchange officer assignment with the Royal Air Force in the United Kingdom.

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## TABLE OF CONTENTS

---

Preface -----	iii	
About the Author -----	v	
List of Illustrations -----	viii	
Executive Summary -----	ix	
CHAPTER ONE - INTRODUCTION		
Background of the Study -----	1	
Assumptions and Limitations -----	2	
Scope and Objectives of the Study -----	4	
CHAPTER TWO - METHODOLOGY		
Statistical Framework -----	5	
The Questionnaire -----	7	
Data Reduction -----	10	
CHAPTER THREE - DATA REPORT		
Target Sample Data/Closed-End -----	12	
Target Sample Data/Open-End -----	15	
Data Report Review -----	20	
CHAPTER FOUR - ANALYSIS		
Error -----	21	
Analysis of Objectives -----	24	
Additional Analysis -----	28	
Analysis Review -----	29	
CHAPTER FIVE - SUMMARY		
Findings -----	30	
Conclusions -----	31	
Discussion -----	32	
Recommendations -----	33	
Summary -----	34	
BIBLIOGRAPHY		
References Cited -----	35	
Related Sources -----	37	
GLOSSARY -----		38

APPENDICES

Appendix A - Questionnaire -----	42
Appendix B - Data Report for Closed-End Questions/Target Sample -----	49
Appendix C - Data Report for Written Comments/Target Sample -----	60
Appendix D - Comparative Sample Report -----	82
Appendix E - Study Design -----	95

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## LIST OF ILLUSTRATIONS

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### TABLES

TABLE 1 - Closed-End Questions with Strong Modes/ Distributions within the Target Sample -----	13
TABLE 2 - Actual Probability Values from the t-Test, by Question -----	14
TABLE 3 - Compilation of Internal Consensus within the Target Sample on Closed-End Questions -----	26
TABLE 4 - Compilation of Disagreement Between the Two Study Samples -----	27

### FIGURES

FIGURE 1 - Question #31 Data -----	16
FIGURE 2 - Question #32 Data -----	17
FIGURE 3 - Question #33 Data -----	18
FIGURE 4 - Rationales of the Respondents in Describing the Security Police Career Field as Unique (Responses to Question 33) -----	19
FIGURE 5 - Study Design Model, Part I -----	96
FIGURE 6 - Study Design Model, Part II -----	97



## EXECUTIVE SUMMARY

Part of our College mission is distribution of the students' problem solving products to DoD sponsors and other interested agencies to enhance insight into contemporary, defense related issues. While the College has accepted this product as meeting academic requirements for graduation, the views and opinions expressed or implied are solely those of the author and should not be construed as carrying official sanction.

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REPORT NUMBER 85-0345

AUTHOR(S) MAJOR STANLEY L. BUSBOOM, USAF

TITLE CAREER SPECIALIZATION: THE SENIOR SECURITY  
POLICE OFFICERS' VIEW

I. Purpose: To study the attitudes and opinions of senior security police officers regarding career specialization. To report and analyze these attitudes and opinions and to communicate them to the top level management of the security police career field.

II. Objectives: First, to measure the extent to which the senior security police officers agree or disagree with themselves on a given set of variables. This objective is reported as an expression of group consensus or "internal agreement." Secondly, to measure the agreement or disagreement between the senior security police officers and a comparative sample from other career specialties. This objective is reported as an expression of differences between the two groups.

III. Data: The data for the study was generated through a sequence of collection and reduction, then statistical analysis.

Data\_Collection\_and\_Reduction: A questionnaire was designed, approved, printed and distributed. Thirty closed-end questions were prepared to measure the sample populations' attitudes on the topics of "Career Specialization in the Air Force," "Your Primary Air Force Specialty Code--Your Career Field," and "Your Individual Career Experience." Written comments were solicited on three open-end questions as a basis

for recording and measuring the groups' opinions on career specialization. A statistical framework was begun by defining the two samples: the target sample of senior security police officers and a comparative sample drawn from the Air War College. Questionnaire results were collected for both samples; the open-end questions were hand tabulated and the closed-end questions were machine scored. A computer program was used to reduce the closed-end data into distribution arrays and the open-end data was reported verbatim for the target sample and selectively for the comparative sample.

Statistical Analysis: The first objective (internal agreement/disagreement) was addressed by establishing judgement parameters that the data must meet. A "strong distribution" definition of a mode equal to or greater than 60%, or adjacent distributions exceeding 75%, was used to determine internal agreement. The second objective (external agreement/disagreement) was determined by establishing a null hypothesis, setting a confidence/reliability level of 90%±10%, and applying a two tailed t-Test. Analysis led to rejecting the null hypothesis at an alpha level of .010 or less for each question. A subjective parameter of disagreement in 25% or more of the questions was set for rejecting the hypothesis overall. Additional analysis centered on the fact that the target sample group had heavily skewed response distributions and also, on one particular open-end question explaining why the career field was unique. A review was conducted to identify and eliminate potential sampling and analysis errors.

IV. Conclusions: The senior security police officers being studied showed remarkable homogeneity in their attitudes and opinions regarding career specialization. They had a strong internal agreement on the closed-end questions and used the open-end questions to address the uniqueness of their career field. The senior security police officers were in clear **disagreement** with the comparative sample. Disagreements of statistical certainty and near-statistical certainty led to the conclusion that the two groups held incompatible attitudes and opinions on career specialization.

V. Recommendations: The results of this study need to be distributed to the entire target sample population for the purpose of generating further inquiry into career identity and career specialization issues. The elements of strong consensus shown in the study need to be used constructively. The most likely application is to use them in instruction at the security police basic and staff officer courses. Finally, the question of "why" strong differences exist between senior security officers and at least one group of their peers, needs to be addressed through further study. Senior officers in the target sample are encouraged to sponsor further studies on this and related career field topics.

KEY MARK		***	**	*	Ø	+
ALPHA LEVEL		.000	.010	.050	.800	>.800
CLOSED-END QUESTION NUMBER	1.				.235	.841
	2.					
	3.				.723	
	4.				.439	
	5.				.179	
	6.				.687	
	7.				.504	
	8.			.020		
	9.					
	10.				.358	
	11.				.206	
	12.	.000				
	13.		.005			
	14.				.249	
	15.		.006			
	16.				.769	
	17.	.000				
	18.		.007			
	19.	.000				
	20.		.001			
	21.				.396	.958
	22.			.044		
	23.	.000				
	24.	.000				
	25.			.040		
	26.	.000				
	27.	.000				
	28.					
	29.		.002			
	30.				.490	

Key Marks.

\*\*\* Groups are different with near statistical certainty.

\*\* Groups are statistically different.

\* Groups could be considered statistically different.

Ø Groups are not statistically different.

+ Groups can be considered to be in agreement to some degree.

(Those key marks containing asterisks tend to reject  $H_0$ )

Table 2. Actual Probability Values from the t-Test, by Question.

QUESTION #	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE	60% + MODE	75% + ADJACENT DISTRIBUTION
1.	2.4	7.3	4.9	75.6	9.8	+	+
2.	24.4	61.0	.0	14.6	.0	+	+
5.	29.3	46.3	2.4	22.0	.0		+
6.	4.9	12.2	14.6	61.0	7.3	+	
8.	41.5	51.2	.0	7.3	.0		+
10.	2.4	19.5	12.2	63.4	2.4	+	
12.	.0	4.9	2.4	63.4	29.3	+	+
13.	2.4	2.4	4.9	65.9	24.4	+	+
17.	2.4	7.3	4.9	26.8	58.5		+
18.	2.4	4.9	.0	46.3	46.3		+
19.	2.4	2.4	.0	26.8	68.3	+	+
21.	2.4	17.1	7.3	61.0	12.2	+	
23.	39.0	51.2	2.4	4.9	2.4		+
24.	2.4	4.9	4.9	43.9	43.9		+
26.	31.7	53.7	.0	9.8	4.9		+
29.	.0	2.4	2.4	61.0	34.1	+	+
Distributions are expressed as percentages.							
"+" indicates significant agreement by that measure.							

TABLE 1. Closed-end Questions with Strong Modes/Distributions within the Target Sample.



## Chapter Three

### DATA REPORT

The results of the questionnaire were compiled as described in the preceding comments on methodology. This chapter reports those results and provides the basis for analysis. The target sample closed-end data is reported first, followed by the data from the open-end variables. A complete accounting of both data sets is in Appendix B and Appendix C, respectively. The comparative sample report is presented in Appendix D.

#### TARGET SAMPLE DATA/CLOSED-END

The target sample responded 41 of 56 times for a valid return rate of 73%. In all fairness to the respondents, there were additional questionnaires received after the cut-off date for compiling the data. Forty-one was used as the number of valid responses but the additional respondents' data is included at the end of Appendix C.

#### Internal Agreement Data

The distribution of the valid responses for the purpose of showing internal agreement is illustrated by Table 1. Because there are only five possible valid responses, significant agreements show up readily in questions with a strong mode and also in questions with a strong distribution. A "strong distribution" was defined as when the mode constituted over 60% of the valid responses, or when two adjacent categories amounted to over 75% of the valid responses, or both. Neutral responses ("neither agree nor disagree") were not considered in setting this parameter. All responses meeting this definition of a strong distribution were accepted as "internal agreements."

#### Comparative Sample Data

The second half of the closed-end question report links the target sample with the comparative sample. As discussed in Chapter Two, the actual probability levels arising from the t-Test can be considered significant at several different "alpha" levels. Table 2 illustrates the potential for discovering differences between the two samples at the .000, .010 and .050 "alpha" levels. Using the .050 level as an example, we can say that on questions 8, 22, and 25 the security police sample could

values--saying for example that a difference at or above the .050 level is not a statistically significant difference (2:286). This report adopts reporting at .050, .010, and .000 "alpha" levels as representing various degrees of statistically significant difference. It remains up to the reader to view all of the variables and determine what the "significance" is (2:285). The actual probability levels (the SPSS results) are reported in the results at Appendix B as the "T-Test Correlation Value."

#### Open-end Reporting and Evaluation

The open-end question responses were sorted to find like categories. They are reported in sets and subsets that express the same themes or use words with similar definitions or values (e.g., "combat role" and "warfighting mission" might be considered like-phrases based on the values of the words in them).

#### Graphics

The small data base and the small range between the variables did not lend themselves to the use of commonly seen curvilinear graphs (3:70-74). Tables, bar graphs and circle charts gave more interpretable results with this data and are used in this report (3:15-20,92-94,135-136).

The Air War College group was the most available grouping of similar ranking people, and was accordingly chosen as a judgement sample for comparison. It is labeled a judgement sample because it is not statistically representative of all the colonels and colonel selectees in the Air Force (7:1-1,A1-2). The Air War College group still provides an excellent comparative sample, but the reader needs to remember that the target-comparative analogy drawn throughout this paper applies only between the two samples defined above, and not to any greater population of USAF officers.

### DATA REDUCTION

All closed-end data reduction was provided through machine scoring and computer analysis provided by the Air University, Statistics and Modeling Branch (HQ AU/ADAY). Their models and programs applied to this study were drawn exclusively from the Statistical Package for the Social Sciences, Second Edition (SPSS), by Norman H. Nie, et.al., McGraw-Hill, 1975 (1:--). The open-end reductions were hand tabulated.

### Statistical Reporting

As previously stated, and as reflected in Appendices B and D, statistical values are reported for each closed-end question's mean, mode, standard error, and standard deviation. A distribution array in both raw numbers and percentages is included as well as the number of valid responses. The open-end responses are reproduced verbatim in Appendix C for the target sample and in an abbreviated form for the comparative sample in Appendix D.

### Statistical Analysis

The main tool for comparing the samples was the two-tailed t-Test. It was used because it is ideally suited for measuring the differences between small samples (2:485). Without attempting to explain either the principles or the calculations of the t-statistic, the following explains how it was used: The t-Test, in rough terms, compares the means of the two samples while adjusting for sample size, standard deviation of the population, and the degrees of freedom. The result of this comparison is expressed as either a pooled variance estimate or a separate variance estimate (2:276-285,307-311). The "two-tailed" aspect refers to the fact that the test not only measures differences between the samples, but also the direction (which side of the distribution) of the differences (2:287).

The SPSS t-Test results are compared to an "alpha" level ranging from .000 (certain disagreement) to 1.000 (certain agreement). There is some convention in interpreting these

### Sampling Methodology

Determining to whom the questionnaires would be sent was a matter dictated by the sampling methodology. The minimal acceptable size of the sample was determined by the following formula (18:28-29,57):

$$n = \frac{NZ^2 (.25)}{d^2 (N-1) + Z^2 (.25)}$$

Where: n = the required sample size  
N = total population size  
d = reliability level value (.10 for  $\pm 10\%$ )  
Z = confidence level factor (1.6449 for 90%)

In both samples, the population was small and, to achieve the required sample size, questionnaires were provided to every eligible member of the population. This is known as an audit (18:27) and the resulting samples were affected only by non-returnees. This made them as close as possible to representative of the population--the basis for a valid sample (2:266-267).

The Target Sample. The population of inference for the target sample was 56 senior security police officers ranking as colonels or selectees (11:--). The minimal sample level required was 31, and 41 valid responses were used. This was the group the study was primarily concerned with and they were consistently addressed as "the target sample."

The Comparative Sample. The comparative sample consisted of students of the Air War College: colonels, colonel-selectees, and some lieutenant colonels. The population included 154 USAF regular officers and 11 Air Guard and AF Reserve officers on active duty, minus two security police officers who qualified for the target sample (21:--). The resulting population was 163, with a minimal acceptable sample size of 48. Valid returns totalled 132, which easily met this requirement. The results of those 132 valid responses were addressed throughout this study as "the comparative sample."

Relative Value of the Comparative Sample. The comparative sample has a valuable but not ideal role in this study. The ideal comparative sample would be one drawn at random from all of the colonels and colonel selectees in the Air Force. This is a larger population of over 5,400 (5:175) and, more importantly, the security police sample is a subset of this larger population. Time and resources prevented this ideal comparison but a suitable comparative sample was still necessary.

it was a forced-choice test for each closed-end question, the intensity scale allowed for a range of responses. This is important because the respondent usually feels trapped in a forced-choice test and a wider range of choices reduces the bias inherent in requesting a yes-or-no answer (18:38). By choosing from a wide range of answers, respondents interpret questions for themselves and in effect, categorize their own answers. The open-end questions are yes-or-no choices, although in practice many respondents were noncommittal. The intent was to have respondents come down on one side of the fence or the other. They were scored manually by reviewing them and categorizing them into like groups (18:18).

Building the Questionnaire. The closed-end questions were grouped into three categories: the Air Force level, the career field level and the personal level. This macro to micro, impersonal to personal construction provided a convenient grouping of the questions during the analysis. The 30 questions were distilled from a larger set of questions which were pretested using an unrelated sample (Air Command and Staff College students). Questions which were not good discriminators (did not evoke a measureable difference between the positive and negative results) were rewritten or thrown out, leaving the strongest questions (18:43).

The requirements of The Air Force Personnel Survey Program, AFR 30-23, were then met. A justification to survey including, among other things, a privacy act statement, a copy of the questionnaire, sampling techniques, and a statistical analysis plan, was forwarded to HQ AFMPC/DPMYPS (17:--). Approval in the form of an Air Force Survey Control Number (AF SCN 84-86) was granted on 9 November 1984 with the comment, "This survey is well-constructed [sic] and should provide you valuable data" (12:--).

Distributing the Questionnaire. The questionnaire was distributed to the target sample by mail under a personal cover letter signed by the sponsor of the study (15:--). The letter included an inducement to reply; each respondent would receive a copy of the results of the survey. This high level sponsorship and inducement for return, plus short length and limited topic, were all attempts to produce a high return rate and a resultant improved sample validity (18:46-47). First class mail, self-addressed return envelopes were included with each of the mailed questionnaires. The comparative sample questionnaires were distributed by HQ AU/XPZ (Institutional Research, Evaluation, and Technology Division) through AWC/EDV (Director of Education) to the students of Air War College (16:--).

In practice, especially with the small sample sizes in this study, frequency distributions will not be normal--they will be strongly peaked or skewed to higher or lower means (4:117-120). In theory, all groups measured accurately and repetitively enough will approach normal distribution. A small sample exaggerates differences but does prevent distributions from approaching normalcy, or the "bell-shaped curve." In the words of statistician/author Marty J. Schmidt, this study was ". . . in search of the typical," (2:73) and to the extent that normalcy is found, it would prove or disprove the hypothesis.

#### Data Requirements

The order of data measurement needed is interval-level; the data must express a class (a numerical value in this case), an order among the classes (an agree/disagree value for our purposes), and equal differences between adjacent measurement classes (a measure of interval) (2:23-26). This interval-level data is a must in order to make the statistical calculations that compare the samples. The method of obtaining this level of data was a questionnaire.

### THE QUESTIONNAIRE

A questionnaire was used to accumulate the data necessary for the study. The following discussion refers to that questionnaire, which is reproduced in Appendix A.

#### Questionnaire Design

Choosing a questionnaire as the instrument to gather data was not a difficult decision. The target sample was spread worldwide and the only feasible means to contact them was with a series of questions sent through the mail. A search for similar sized surveys with like content resulted in identifying two instruments, the "End-of-Course Critique, Air Force Judge Advocate General School," and "Post Engagement Survey for Commanders and Key Supervisors," produced by the Leadership and Management Development Center (LMDC) (13:--; 14:--). These LMDC questionnaires were used as models for constructing this study's survey instrument.

Attitudes and Opinions. The "attitude" measurement consisted of 30 closed-end questions that could be machine scored; Air University Form 4, January 1976, was used as an answer sheet. The "opinion" segment of the study included three open-end questions and the opportunity for written comments on any of the closed-end questions. The closed-end questions asked for a response from "strongly disagree" through "disagree," "neither agree nor disagree," and "agree," to "strongly agree." This is an adaptation of the Likert scale (18:41-42). Although

standard error and deviation were used in data reduction and sample comparison. Those familiar with statistics will note that these values were relatively high because the study dealt with small sample sizes.

Confidence Level and Reliability. The confidence/reliability level for this study was 90%/+10% which, although low for a scientific or decision making survey, is adequate for "fact-finding" surveys dealing in attitudes and opinions (18:28). A simple statement of this parameter is, "I am 90% certain that the sample mean lies within a 10% margin of error about the population mean." As the study progressed, the return rate of questionnaires was quite high and it turned out that a higher confidence/reliability level could have been supported.

#### The Null Hypothesis ( $H_0$ )

When the responses of the target sample and comparative sample were obtained through the questionnaire, it was under the assumption that there would be no statistical differences between the two groups' replies. Postulating that there is no anticipated difference between two samples is stating a null hypothesis (2:275). The null hypothesis for this study was:  $H_0$  = There is no difference between the opinions of senior security police officers on career specialization issues and those of a given sample of their peers from other career specialties. If we reject  $H_0$ , then we are in effect accepting an alternative hypothesis where:  $H_1$  = There is a significant difference. . . (2:275).  $H_0$  was applied question-by-question and the parameter for overall rejection of  $H_0$  was at 8 (25%) of the total 30 possible differences. This 25% parameter for  $H_0$  acceptance or rejection was a subjective judgement, and allowed for a strong trend of disagreement to develop before rejecting  $H_0$  for the overall study.

#### Assumption of a Normal Distribution

Parametric studies assume that a given population will fall into a normal distribution and that variations from the normal curve can be measured (4:98-101). The measures that tend to define the center of a normal distribution are the measures of central tendency: the mean, mode and median (2:86-88). The variance from these central tendencies is commonly reported as the standard deviation (the degree of spread or variability in a set of data) and the standard error (the variability in a sample mean) (4:99; 7:A1-3). The significance of accepting the assumption of a normal distribution is that statistics can be derived from the data which allow inferences from the sample to the population of inference.

## Chapter Two

### METHODOLOGY

Methodology is the means by which the attitudes and opinions of the group under study were reported as facts. When properly treated with statistical measures and analyses, the collective attitudes of the group took a form which could be reported, studied and analyzed. This chapter explains the methodology used in this study.

### STATISTICAL FRAMEWORK

#### Parameters

The numeric measures used to show the features of the population being studied are called parameters (4:213). For those not familiar with parametric statistics, the Glossary on page 38 may be useful at this point. The specific parameters used in this paper follow:

Population of Inference. This is all of the possible respondents to the subject of interest--the subject being attitudes and opinions of senior security police officers regarding career specialization. Headquarters, Air Force Military Personnel Center counted this population at 56, defining "senior" as all colonels (O-6) and selectees to that rank as of 16 November 1984 (11:--). From within this population came the target sample and it is from the target sample that inferences would be made back to the population as a whole.

Statistics Used. The main statistics used for this report were the mean, mode, standard error, and standard deviation. The mean, or arithmetic average, served as the measure of central tendency and was also the statistical basis for comparison between samples (see DATA REDUCTION in this chapter). The mode, or the value most frequently occurring, was used extensively as a basis for showing internal agreement or disagreement within the target sample. The median and range statistics were not used in this study because the response choices only allow for five values--a range of four. Consequently, those statistics are not as useful as they might be in a study that had an infinite number of value possibilities distributed over a continuum. The



limitations were reflected in the impracticality of fully reporting (word for word) the written comments of the comparative sample. The workload of that effort was not worth its potential utility.

### SCOPE AND OBJECTIVES OF THE STUDY

The assumptions and limitations are the sorts of things that couldn't be done, or didn't need to be done with this study. The scope and objectives of this study are the things that did need to get done.

#### Scope

The scope of this study was taken directly from the Air Force policy on surveying personnel. It corresponds with the following purpose for surveying, as stated in AFR 30-23, The Air Force Personnel Survey Program: "Communicate the attitudes and opinions of significant segments of Air Force personnel to top level management" (8:3). The interesting wrinkle in this study's design is that the target sample of senior security police officers is serving both as the "significant segment of Air Force personnel," and the "top level management."

#### Objectives

Within that scope, there were two goals--specific objectives--set for the study. It was these two objectives that provided the basis for the questionnaire, the data reduction, and the data analysis. Meeting these objectives is the test for completion of this study.

Objective One: Measuring Agreement Within the Target Sample. The most significant objective of the study was to measure those variables where the group significantly agreed or disagreed with itself. The intent was to create a portrait of the sample, for the sample's own use. The participants were presented a reflection of their collective attitudes and opinions on the broad topic of career specialization.

Objective Two: Measuring Agreement With a Comparative Sample. Since the first objective was limited to internal measures, the second objective provides an external comparison through the use of a comparative sample of officers from other career specialties. This gives the participants in the target sample an opportunity to compare their collective opinions with those from a similar but separate population.

4. Simple statistical reporting and analysis would be sufficient for the study. The study would gather data, report and analyze that data, and draw findings and conclusions from the analysis. That process, done in a statistically valid way, would satisfy the audience's needs.

5. The primary audience of the study would be the group under study itself--senior security police officers.

#### Limitations

Several limitations were imposed to give this study a manageable shape and direction.

Target. The target was limited to senior security police officers because their opinions are the most meaningful. They make policy, direct operations, have the greatest concentration of experience, and generally shape the career field. The decision to limit the target to commissioned officers was a practicable one. Their numbers are more manageable and their relative career field influence (vis-a-vis senior noncommissioned officers) was presumed to be greater. "Senior officers" was defined as all colonels and colonel selectees in the career field.

Career Specialization. The assumption regarding using career specialization as a basis for the study has been previously stated. The associated limitation was that only career specialization will be studied. The greater topic of "the career field" simply had too many paths to follow and too many interesting but ill-defined concepts to work with. Similarly, the missions, roles, and subspecialties within the security police were ignored for no other reason than brevity.

Demographics and Alternative Calculations. With a machine scored data base in hand, the temptation to analyze each variable with alternative calculations was great. It was tempting to break the target sample into demographic subsets such as Major Command or level of assignment. In most instances it would not have added to the utility of the analysis. More importantly, a trial run at this type of demographics revealed that the anonymity promised in the questionnaire would not exist, or would at best be reduced to a very thin veneer.

Time and Manpower. Time limited the number of surveys accepted from the target sample. Responses were cut off once a statistical sufficiency plus a comfortable margin was achieved, in order to meet data processing and data analysis deadlines. Time also limited the method of selecting a comparative sample. There was simply insufficient lead time in this study cycle to send a questionnaire to every colonel in the Air Force. Manpower

Rather than being a uniformed force among civilians, the security police are a uniformed force within a larger uniformed force. No security police person or unit has a mission that is not subordinate to the mission of the next highest element in the chain of command. The world wide roles and missions of the security police make military sense only in the context of a greater, cohesive warfighting team, as required by AFM 1-1, Basic Aerospace Doctrine of the United States Air Force (9:4-6).

This research has its genesis in these competing ideas. Given the opportunity to state an opinion, will security police officers stress the **police** or the **Air Force** component of their career specialty? Perhaps neither element will be predominant. The premise of this study is that an analysis of senior security police attitudes and opinions on career specialization will provide insight into these questions of professional identity.

### ASSUMPTIONS AND LIMITATIONS

Several key assumptions and limitations were made regarding this study in order to focus the material into a reportable scope.

#### Assumptions

In descending order of magnitude, this study assumed the following:

1. A compilation, report, and analysis of the opinions and attitudes of the target group of senior security police would be of relevant interest and possible use to that group itself. In the apparent absence of any published study on this group, this paper assumed at least a curiosity towards the findings and at best, a basis for recommendations, discussions, and further study.

2. A key grouping of attitudes and opinions would be found under the general topic of "career specialization." The assumption was that the group members have enough identity with their specialty (Primary Air Force Specialty Code) to react to a statistical instrument (questionnaire).

3. The range of variables (questions) selected to gather the data would be satisfactory to the audience. There are a lot of questions that could be asked regarding the topic and a lot of ways to ask each question. The assumption here was that the study did not need to explain the arbitrary exclusion of any number of variables or subsets of variables from the questionnaire.

## Chapter One

### INTRODUCTION

This paper examines the attitudes and opinions of senior security police officers regarding career specialization. The intent is to measure those attitudes and opinions and report the findings. The findings are analyzed to provide not only a raw distribution of the most prevalent attitudes and opinions, but also to suggest the significance of the agreements and disagreements within the group. A further analysis is made by comparing the senior security police officers with another group of officers from career specialties other than security police. Findings, conclusions, discussions and recommendations are provided in summary form.

### BACKGROUND OF THE STUDY

Police work has the reputation of being a lonely, unrewarding business. The police officer in our nation works against a backdrop of conflict between good and bad and is charged with balancing individuals' self interests with society's altruism (22:--). Intervening in small numbers between such large forces isolates police officers and presents them an identity problem--they are neither part of the society they serve nor part of the subcultures they suppress (19:--). San Jose (California) Police Department psychologist Mike Roberts describes this alienation in much more direct terms: "Everything and everybody else is at a distance. After three to five years on the job, cops divide the world into two groups: assholes and cops" (6:22). Surely U.S. Air Force security police don't suffer from that degree of isolation!

Don't count on it. Although security police are not exposed to the caldrons of violence that some of their civilian counterparts are, dealing with the disagreeable and the dangerous is still part of the law enforcement specialist's job. The security specialist is also between large, competing interests. Ask any security police officer who has stood eyeball to eyeball with a wing DO explaining the effects of flightline security measures on sortie production. The day-to-day business of policing tends to take security police down the same isolating paths as their civilian police peers, but there remains a distinct difference.

be considered statistically different from the comparative sample. Using a different example with question 25, where the actual probability value is .040, we can say we are 96% sure that the difference noted between the two samples is **not** due to chance. Something like 95% certainty seems high, but in effect that allows for one error in twenty. Since there are only 2 small samples and 30 questions, it is probably wise to begin rejecting the null hypothesis ( $H_0$ ) at a much higher threshold--the .010 "alpha" level (20:--).

Using the more stringent test at .010 and referring again to Table 2, it appears that  $H_0$  will be rejected 12 times out of 30--a considerable number of differences. Recalling the construction of the questionnaire, the first ten questions were macro view and therefore, probably not threatening to the respondent. In this area there are no significant statistical differences. From question 11 to 20 the focus was on the career field and in questions 21 to 30, on the respondent's career. On these "closer to home" questions the samples varied greatly. Taking only these last two sets (20 questions) into account, there was a statistical difference between the samples 60% of the time.

Only on a few questions (2, 9, and 28) did there seem to be not only an absence of disagreement, but a statistical basis for considering the sample near agreement. These are clearly exceptions to the rule. The closed-end data showed considerable disagreement and the open-end data reinforced this finding.

#### TARGET SAMPLE DATA/OPEN-END

All three open-end questions are contrasted with the results from the comparative sample. The final question developed some additional information and is accordingly reported in greater detail. The yes-no comparisons that follow are important, as are the break-outs of the responses within the target sample. **At least of equal importance** are the themes of the written responses. It is necessary to read Appendix C to appreciate these themes. This key appendix also defines many of the respondents' concepts on career specialization, in their own words.

#### Question 31.

This question considered identity with the career field. As shown in Figure 1, 35 respondents answered this question while 6 did not. 15 said "yes," their identity with the security police career field had grown; 16 said it had not. As a percentage of responses, the "yes"/"no" answers were evenly mixed, while the uncategorized responses accounted for 10% and nonresponses for 15%. The comparative sample is illustrated in Figure 1 for contrast.

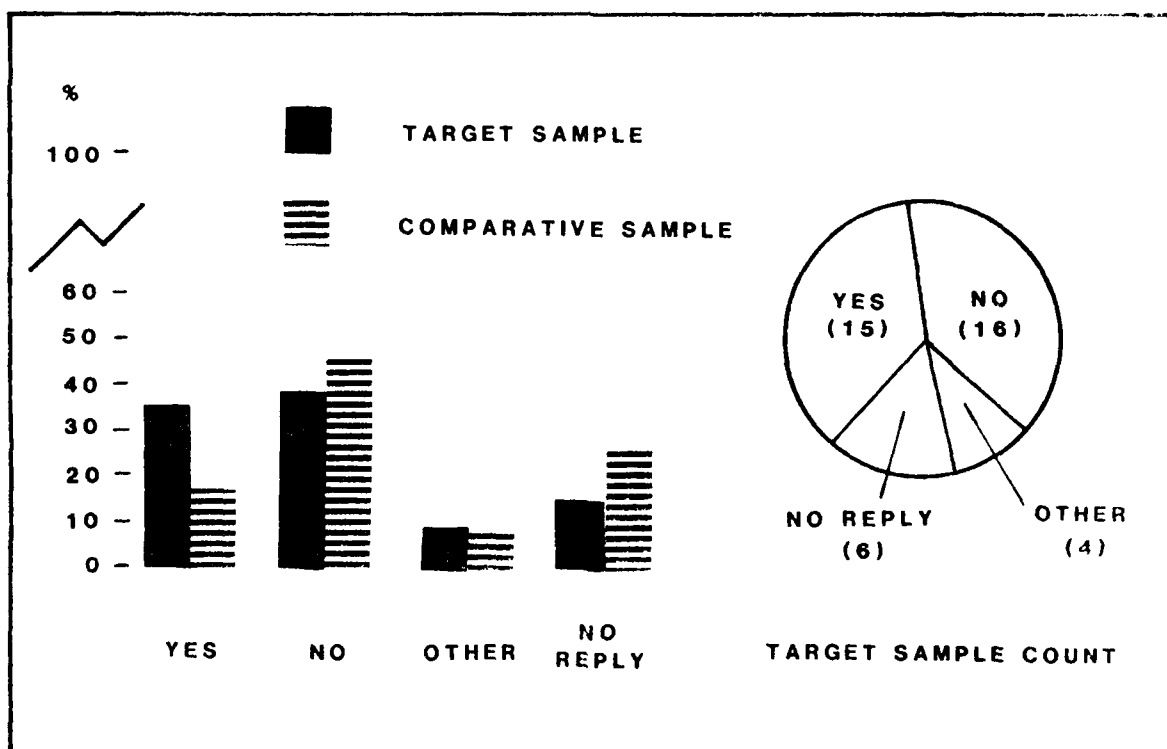


Figure 1. Question #31 Data.

The "yes" and "no" answers to this question fell into several categories. The "yes" answers had themes of "more years-more identification," "improved career field status," "command, responsibility and leadership," and a "top of the pyramid" theme where being in a select leadership group led to greater identity. The "no" answers had two themes: widening responsibilities and career broadening were seen to lessen identity with the career field. Appendix C provides a complete report on these themes.

#### Question 32

This question regarding parochialism asked the respondents to judge whether or not it was a problem in the career field. Of the valid target group responses, six did not answer and three gave noncommittal responses. The majority of 23 said it was a problem while only 9 said it wasn't. As a percentage, the "yes" column had 56% of the responses, the "no's" had 22%, and the uncategorized and no reply percentages were 7% and 14% respectively. These results and the contrasting comparative sample are shown in Figure 2.

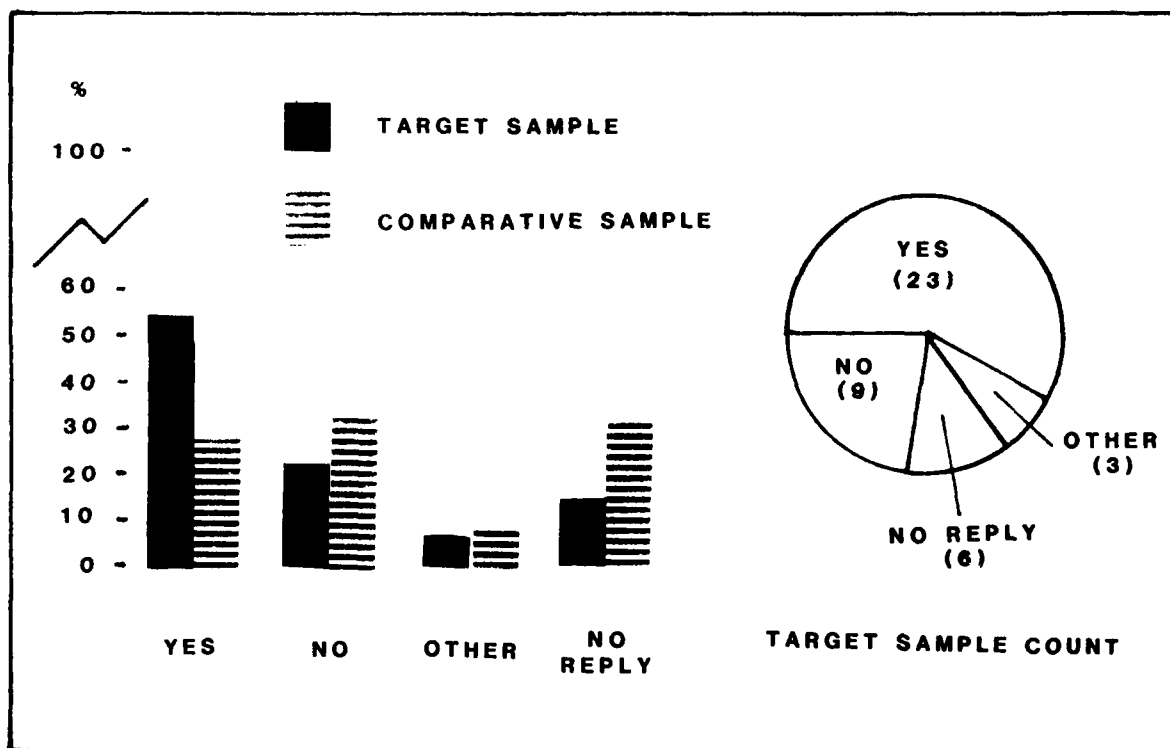


Figure 2. Question #32 Data.

The "yes" answers fell into distinct categories and are reported in detail in Appendix C. One theme was that security police failed to take the Air Force mission into consideration first; another similar idea was that the career field had a myopic viewpoint. Still another current of opinion was that security police officers should be "Air Force officers first," while a few blamed the problem of parochialism on entrenched leadership within the career field. Those saying parochialism wasn't a problem saw it as a form of positive identity and mutual aid while a few respondents pointed out that parochialism has waned in recent years.

#### Question 33

This variable asked the question--is your career field unique? Thirty-two of the target sample answered, 27 or 66% saying "yes." Only three said "no," two made uncategorized remarks, and nine didn't answer at all. This distribution and percentages, along with the comparative sample, are shown in Figure 3.

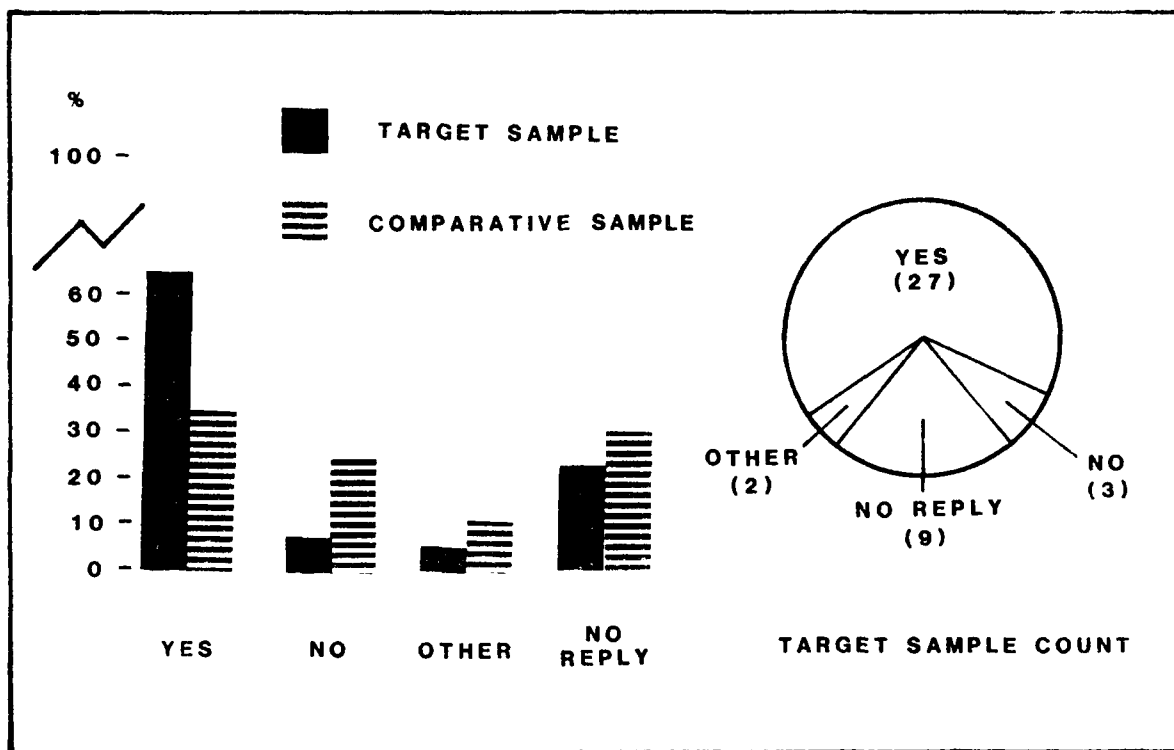


Figure 3. Question #33 Data.

The "yes" answers to this question form a particularly interesting set of rationales with several subsets of supporting rationales. As reported in detail in Appendix C, 58 separate rationales were provided to justify calling the security police career field unique. Four major groupings emerged, some of them consisting of subsets of similar rationales. The titles used in Figure 4 are representative of the rationales taken from the questionnaire responses and reported verbatim in Appendix C.

This question's responses emerged collectively as an excellent self-description of the security police career field by its leaders. Figure 4 illustrates the diversity of opinion in the sample but also stresses the focus the group shares. Senior security police officers perceive their career field as being more military than most, with a distinct set of roles and missions and a unique emphasis on leadership. The complete report in Appendix C contains many excellent explanations of the "uniqueness" of the security police career field in the words of the senior officers who lead it. Rationales aside, the unmistakable emphasis is on a perceived unique identity.



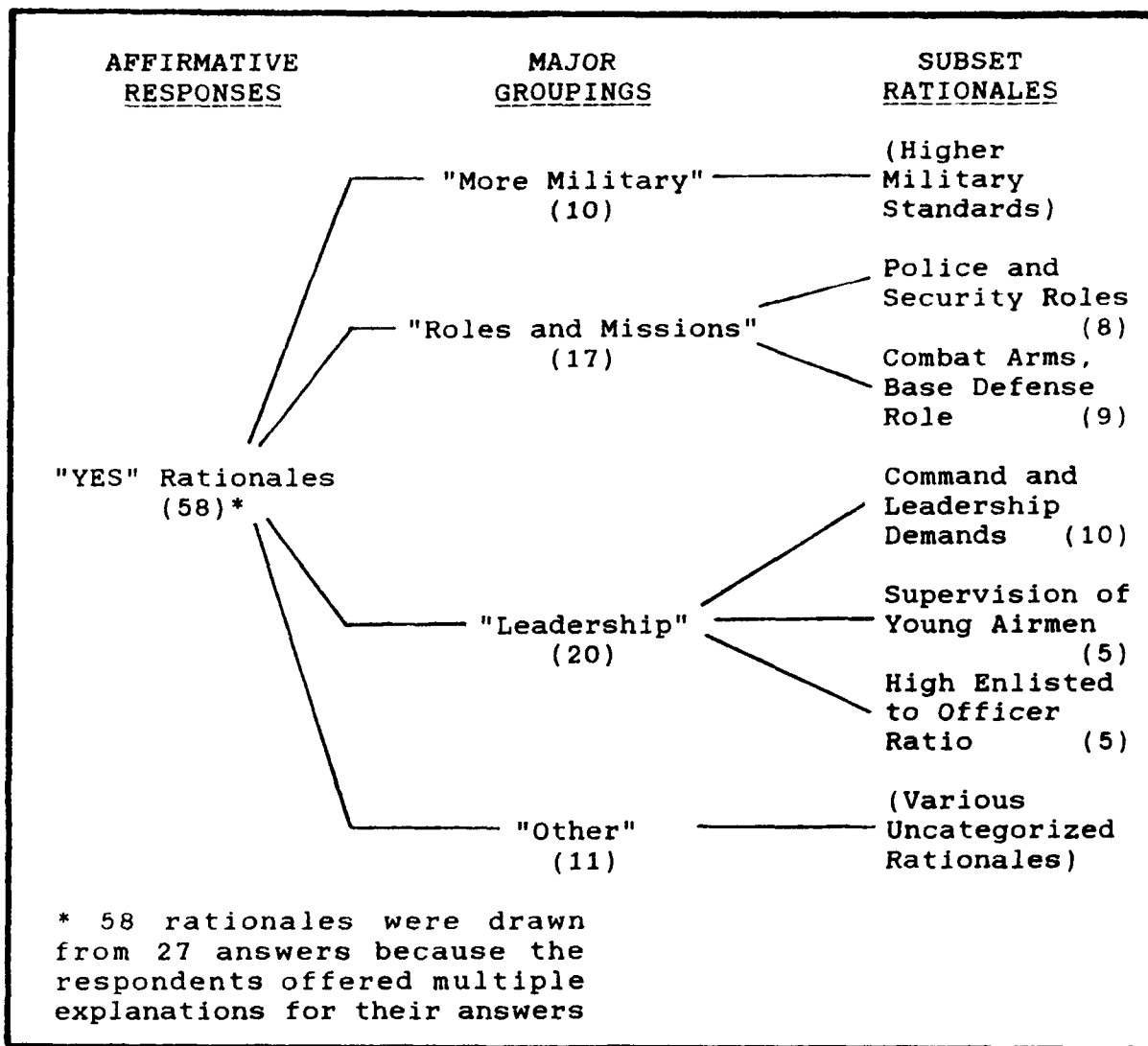


Figure 4. Rationales of the Respondents in Describing the Security Police Career Field as Unique (Responses to Question 33).

The results on this open-end question are directly supported by strong results on closed-end questions. The "roles and mission" comments were supported by the strong mode and adjacent distribution of question 13 (refer to Table 1) as well as question 18. Similarly, the results on question 19 support the "leadership" idea; the security police felt their career field demanded more leadership than most.

### DATA REPORT REVIEW

The data report showed 16 closed-end questions out of 30 where the target sample had significant agreement within itself. Six of those "internal agreement" instances were significant by either measure of the study's "strong distribution" test. Similarly, agreement was evident in two of the three open-end questions. Significant statistical differences were evident in 12 instances out of 30 in the closed-end questions (40%) and in 7 cases, the difference amounted to statistical certainty. Differences between the samples were evident in all three closed-end questions, but particularly so in question 33.

The data reported for both the closed-end and the open-end questions suggests disagreement between the sample groups and notable agreement within the target group. An analysis of where these differences and similarities lie and what they may mean follows in the next chapter.

## Chapter Four

### ANALYSIS

This chapter provides an analysis of the data generated during the study. It begins with a test for completion--did the study proceed without identifiable procedural or statistical error and were the objectives met? The analysis concludes with selected, detailed examples drawn from the data base which suggest the basis for findings, conclusions, and recommendations.

### ERROR

There is considerable potential for error in statistical sampling studies. This section discusses potential errors in questionnaire design, sampling, and statistical analysis. There is no presumption that this study is flawed. On the contrary, this is an exercise in identifying and eliminating potential errors so that the findings and conclusions are well founded.

#### Questionnaire Bias

Three potential disadvantages of using a questionnaire to gather data are nonreturns, misinterpretation of the questions, and validity of the answers (18:32-33).

Nonreturns. Because an audit was attempted in both our populations, the only likely error in reporting is the exclusion of the opinions of the nonreturnees. In both samples, the returnees far surpassed the minimal sample size determined by the confidence/reliability level of 90%/±10%. In the target sample in particular, the final tabulation of returns was 73%--a strong indication that the sample was representative to the population of inference. Moreover, the questionnaires that were returned "late" and hence not included in the data, contained the same response patterns and comments as the valid responses that preceded them. In both samples the return rates were so strong that the nonreturn error potential can be discounted.

Question Misinterpretation. The target sample responded to the questions very actively. In the final count, 37 of the 41 valid responses (90%) included some sort of written comment. In the comparative sample, a full three-fourths (77%) took the time

to make written comments. These strong showings in written responses helped eliminate concerns of misinterpretation of the open-end questions. Not only was a yes-or-no answer secured, but in most cases a rationale for the answer was supplied.

Two respondents did take open-end questions to task: one on question 31 and the other on question 32. In both instances the respondents didn't follow the logic of the question's stem and options. In tabulating the open-end responses, there was no indication that this confusion was widespread as the other written responses were readily categorized. While question 31 was initially suspect because it was not a good discriminator for the target sample, it did prove to be an excellent discriminator for the comparative sample (refer to Figure 1). Similarly, question 32 provided no discrimination of any value to the comparative sample, but provided excellent distinctions within the target sample (refer to Figure 2).

Three respondents pointed out that the intensity scale used was reverse from the most commonly used form of the Likert scale--this is true (18:42). The answer sheets were scanned for reverse or mirror patterns in response to these comments. None were seen in the target sample; in the comparative sample, the variety of answering patterns precluded any effective scan. It remains possible that "veterans" of Likert scale questionnaires may have followed their experiences rather than the directions. No other "off" patterns such as straightline or "firewall" answering were noted.

Four respondents in the comparative sample suggested the questions ranged from "dumb" to "ridiculous," and perceived bias in the questionnaire (see Appendix D, OTHER COMMENTS). These comments are an excellent antidote to pride of authorship but provided little substantive material for analysis.

Validity of the Answers. The final test for questionnaire bias is to determine if the respondents' answers are "correct"--did they tell the truth? As was previously mentioned, there were no indications of indiscriminate answering on the closed-end questions. In the open-end questions, the comments appeared consistent and there was no indication of a respondent answering untruthfully. As a matter of fact, however, there is no definitive test to determine if a respondent fabricated an open-end question reply.

A very positive indicator for validity was that 54% of the target sample was willing to have their comments attributed to them by name and 15% of the comparative sample was willing to accept attribution. The open-end answers also grouped well, with certain distinguishable categories emerging. This indicated a consensus in the collective replies and lessens the concern about receiving some "off the wall" answers. Moreover, participation

in the survey was voluntary. There was no penalty for nonparticipation and no logical purpose in filling out the questionnaire other than to express an opinion on career specialization.

### Sampling Error

The three most likely sampling errors are selecting a non-representative sample, ignoring a sizeable nonresponse, and bad luck (4:231-234).

Nonrepresentative Sample and Sizeable Nonresponse. The most substantial concern is choosing a nonrepresentative sample. Much was done to preempt this type of error by auditing both populations. As long as the results are not inferred to any group beyond these two specific samples, this error is avoided. If however, this data was used to represent **all** security police officers or **all** Air Force colonels, that would overstep the statistical bounds of the study. This caveat applies to all further discussions of differences in the samples and will not be repeated each time a difference is noted.

As previously reported, the response rate not only exceeded the statistically required minimum for both samples, but well exceeded it. Using the discussion of nonreturns under the preceding Questionnaire Bias heading, there was clearly no significant element of either population not satisfactorily represented in their respective sample.

Bad Luck. That doesn't mean some bad luck wasn't encountered along the way. The reason for saying "we are 90% confident that we can predict the mean of the responses within a 10% error," is because there **isn't** 100% of the population reported. In some cases there is a statistical certainty that a difference between the samples exists (refer to Table 2), but in other cases the study trusts probability by saying, for example, "we are 99% certain that this difference is not due to chance." Citing "bad luck" as a limiting factor simply recognizes that the study at some points rests on the probability that we have enough data in our sample to predict the values of the whole population.

A less definitive form of "bad luck" is the potential for missing a response that has an important kernel of truth or logic. Colonel "X," for example, may have been TDY when the questionnaire came to his office, and through his absence and subsequent nonresponse, the survey missed **the definitive statement** on career field parochialism. That form of poor fortune is accepted as a cost of doing business with a survey.

## Statistical Analysis Error

There are two types of potential error when using a null hypothesis. Type I Error is rejecting a true null hypothesis and Type II Error is failing to reject a false null hypothesis (4:312). Implicit in these definitions is that if you strengthen against one type of error, you are increasing the potential for the other type occurring. This apparent dilemma is usually solved by giving precedence to avoiding Type I error. Statisticians/authors Tashman and Lamborn use this legal analogy: "Ideally, the acceptable risk of committing Type I error should be very close to zero, making it nearly impossible to convict an innocent party" (4:313). Another way of putting this is to say "... we can never prove that the null hypothesis is true" (4:313). The dilemma is further lessened by recognizing that the "consumers" of the data are free to accept any level of error they feel like--as long as they recognize that Type I error is the more damaging of the two (2:289-291).

For application of these statistical error principles, please refer again to Table 2. Rejecting the null hypothesis at an "alpha" level of .010 or lower is saying that there is at least 99% surety that the difference is not caused by chance. Conclusions based on this and the .000 level are almost certainly free of Type I error. Recall that this increases Type II error however, and refer to the .050 column in Table 2. The three cases in this column fail to reject the null hypothesis even though there is 95.6%, 96%, and even 98% surety that the differences between the two groups are not due to chance. That is the Type I/Type II error dilemma accepted as part of the study's framework.

## ANALYSIS OF OBJECTIVES

Having dispelled or explained the most telling potential errors in the study, a test of completion is appropriate--did the study achieve its objectives?

### Agreement and Disagreement Within the Target Sample

The first objective of the study was to discover and report significant agreements or disagreements within the target sample. For this portion of the analysis, the reader will find Table 1 in Chapter Three a useful reference.

Disagreement. There was very little disagreement in the closed-end questions--disagreement being indicated by a bimodal distribution (an array with peaks on both sides of the neutral response area) (2:77). In the open-end questions, number 31 regarding career identity produced a near 50-50 split. This is a disagreement but a close look at the written responses

(Appendix C) shows that the answers, while in disagreement, are not necessarily mutually exclusive. The question itself may be at fault, although it served as a good discriminator for the comparative sample. In accepting this question as a disagreement, it is notable as the **only** disagreement within the responses of the target sample.

Agreement. Agreement in the target sample was much more easily documented. Table 3 is a compilation of group consensus noted in the closed-end questioning. Each question where agreement occurred has been restated and described in terms parallel to the intensity scale choices. The logic of this table is predicated on the 60% mode and 75% adjacent distribution parameters established in Chapter Three, and reported in Table 1.

The open-end question agreement was clear on questions 32 and 33. The respondents agreed that parochialism was a problem in the security police career field and that their specialty was unique in many ways. The "unique" question (#33) produced enough material that it is treated separately at the end of this chapter.

#### Agreement and Disagreement With the Comparative Sample

Because of the vacuum in which internal agreements/disagreements occur, a second objective of testing against another sample was established. Table 2 in the preceding chapter provides the results of that comparison. The amount of disagreement was substantial and the null hypothesis was rejected at least 12 times. Table 4 spells out these differences by restating the question and noting the degree of disagreement observed between the samples.

Tables 3 and 4 both illustrate that sufficient material was generated to fulfill the primary objectives. The large number of agreements within the security police sample suggest a homogeneous career field at the senior level. Similarly, a significant number of statistical disagreements with the comparative sample were reported. On the whole, these results tend to reject the null hypothesis and support the alternative hypothesis that there is a difference between senior security police officers and the comparative sample.

QUESTION #	STATEMENT AND DESCRIPTION OF GROUP CONSENSUS
1.	The target sample agreed that specialization is generally a reflection of the technical skill requirements of the Air Force.
2.	The target sample disagreed that most specialties don't contribute directly to the primary USAF operational mission.
5.	The group disagreed to some extent that most career specialties can operate in independent work groups with little command direction.
6.	The group agreed that most specialists attain their expertise through on-the-job training and in-service experience.
8.	The target sample disagreed to some extent that most specialists would not benefit from career-broadening assignments to an unrelated field.
10.	The group agreed that career specialization introduces bias into most decision making processes within the Air Force.
12.	The target sample agreed, in many cases strongly, that their career specialty has a clearly definable civilian counterpart.
13.	The group agreed, in many cases strongly, that their AFSC has a distinct mission and role of its own.
17.	The target sample strongly agreed that the identity of their AFSC as a distinct career field had grown in the past 15-20 years.
18.	Almost all of the group agreed the AFSC has a primary warfighting role.
19.	As a whole, the group strongly agreed that their AFSC demands greater leadership skill than most other specialties.
21.	The target sample agreed they were generalists because their AFSC requires a broad range of skills.
23.	There was a consensus disagreement that the career field can be identified with one or two specific weapons systems.
24.	The security police senior officer sample was in considerable agreement that, at this point in their careers, their AFSC limits their promotion potential.
26.	The target sample disagreed that their careers could be linked with one or two particular Major Commands.
29.	The group agreed almost unanimously that their experience had adequately prepared them to lead officers with other AFSCs.
Notes: Values for determining consensus were taken from Table 1. "Group" in this table is always the target sample.	

Table 3. Compilation of Internal Consensus within the Target Sample on Closed-End Questions.



QUESTION #    STATEMENT & DESCRIPTION OF STATISTICAL DIFFERENCE

12. That their career field had a distinct civilian counterpart: the security police agreed that they did, but this differed significantly from the comparative sample.
13. That their career field had distinct roles and missions: the security police strongly agreed they did and this was statistically different from the comparative sample.
15. Where the comparative sample agreed that they identified more with their unit than their AFSC, while the target sample leaned toward AFSC identity: there was a statistical difference in the groups' attitudes.
17. That the identity of their AFSC had grown: strong agreement within the security police--different from the other group with statistical certainty.
18. That their AFSC had a primary war-fighting role: the security police consensus was a strong "yes," in statistical disagreement with the comparative sample.
19. Where the variable was the need for greater leadership skills: the target sample strongly agreed they had such demands, and this disagreed with the other sample completely.
20. This question asked if the respondents' career field was related closely to other fields. The police said yes and the comparative sample said no--a statistical disagreement.
- 23 & 26. These companion questions asked if the respondents' careers could be identified with a MAJCOM or a specific weapons system. The security police said no, there wasn't a link, and this was a significant disagreement with the comparative sample on both accounts.
24. That, at this point in their career, their AFSC limited promotion potential: to which the security police agreed, in statistical opposition to the other sample.
25. That peers in other specialties understood their specialty: the target sample tended to say "no," in statistical contrast to the comparative sample, which had a nearly perfect neutral mean on this subject.
29. That their experience had prepared them to lead officers with other AFSCs: both groups agreed they were so prepared, but the security police response was so much more emphatic that a statistical difference was noted.

Notes: This chart relies on the values reported in Table 2 and in Appendices B and D. The target sample is the security police and the comparative sample is the Air War College group.

Table 4. Compilation of Disagreement Between the Two Study Samples.

## ADDITIONAL ANALYSIS

Two additional areas of interest were generated during the data analysis that were not originally part of the study's design. For convenience, these unanticipated analyses are labeled "Transparency" and "Conventional Wisdom."

### Transparency

In retrospect, the questionnaire was written by a security police officer with the intent to provoke measurable responses from a security police officer sample. In practice, the responses were heavily weighted; that is, the distributions were strongly skewed to either the "agree" or "disagree" end. A review of the distribution arrays reported in Appendix 2 will confirm this. There are two possible explanations for these skewed distributions--good discrimination technique or bias in the questions. In either case the strong response is either because, to the target sample, the question was transparent, that is, the answer was obvious.

Good Discriminators. There is evidence in the strong modes and skewed means that at least a portion of the questionnaire's questions were excellent discriminators. In the comparative sample this consistent, strong discrimination was less evident. This was particularly true in the final two sets of closed-end questions (numbers 11-30), which brought out "mother, apple pie and the flag" for the security police sample but apparently didn't trigger any strong responses in the comparative sample. For the questions regarding the respondents' career field and their careers, the security police senior officers collectively held much stronger opinions than the comparative sample respondents did.

Question Bias. An alternative explanation is that this questionnaire was biased. The use of an intensity scale for answering provides a complete range of responses and, moreover, written comments to explain responses were solicited and fully reported. Both the range of answers in the closed-end questions and the allowance for open-end comments reduce the potential for bias in the questionnaire. The open-end questions also showed considerable diversity in the opinions of the target sample. So while the "transparent" closed-end questions produced attitudes that were strongly expressed as a group, the individual in the group maintained a considerable diversity of opinion and an explanatory perspective.

## Appendix A

### QUESTIONNAIRE

This appendix is a copy of the questionnaire used to gather the data for this study. The following six pages reproduce the questionnaire as the respondents saw it. A machine scored standard answer sheet, Air University Form 4, Jan 1976, was used to collect the closed-end questions, numbered 1-30. Open-ended questions were received either handwritten or typed on the questionnaire.

#### INTRODUCTORY MATERIAL

The first page of the questionnaire consists of the title, an introduction of general information, and a privacy act statement. At the bottom margin of the page is an Air Force Survey Control Number (AF SCN) and an expiration date. The AF SCN is assigned by HQ AFMPC/DPMYPS and indicates approval to survey with the questionnaire. The approval is required by AFR 30-23 and is based on successful completion of many standards, such as the aforementioned privacy act statement, wording of the questionnaire, sampling techniques and method of statistical analysis (8:4). The second page is instructions for the respondents to use when filling out the questionnaire and distribution instructions.

#### THE SURVEY QUESTIONS

Two pages of closed-end questions follow the introductory material. The intent is a forced choice on a five point scale ranging from strong disagreement to strong agreement. The questions are assertive statements intended to elicit a clearly positive or negative attitude or opinion. To that end, each statement was pretested to insure that it was a good discriminator--that it evoked a measurable difference between the positive and negative results (18:43). The pretest audience was unrelated to the sample group. Many questions were "thrown out" and the strongest thirty retained. The final two pages of the survey are open-ended questions. First, a page soliciting written comments on any of the closed-end questions, and then three open ended questions broadly asking the respondents' opinions on the thrust of the survey. An optional identification block closes the survey.

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## APPENDICES

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APPENDIX A - Questionnaire -----	42
APPENDIX B - Data Report for Closed-End Questions/Target Sample -----	49
APPENDIX C - Data Report for Written Comments/Target Sample -----	60
APPENDIX D - Comparative Sample Report -----	82
APPENDIX E - Study Design -----	95

**Type II Error** -- Accepting a null hypothesis when the alternative is true. The probability of making this error is usually unknown or unspecified (2:486).

**Variable** -- A characteristic of the sample that can be observed directly. In this study, virtually synonymous with "question" as a point of measurement within the statistical framework (2:487).

**Variance** (also variability) -- A term expressing the spread of items around a sample average (7:A1-3).

**Null Hypothesis ( $H_0$ )** -- A statement that there is no statistical difference between two concurrently measured samples (2:275).

**Parameter** -- A numeric measure of some feature of the population of inference (4:213).

**Parametric Study** -- A study using a hypothesis test in which null and alternative statements are rejected or accepted based on preselected statistical values (2:477).

**Pooled variance** -- In finding the difference between samples in a t-Test, the computation representing the weighted mean of the two samples' variances (2:311).

**Population of Inference** -- All the possible scores on a subject of interest; all of the potential respondents in a group being studied (4:213).

**Range** -- The difference between the largest and smallest value in a set or distribution array of data (7:A1-3).

**Reliability** (also precision range) -- The degree of difference accepted between the sample results and an audit result. Expressed as a percentage of anticipated accuracy (90%, 95%) (7:A1-2).

**Sample Size** -- The number of items selected from a population that will be used to infer results to the total population (7:A1-3).

**Separate Variance** -- In finding the difference between samples in a t-Test, the computation representing the sampling difference between two means (2:307-308).

**Standard Deviation** -- The term used to describe the degree of spread or variability in a set of data (7:A1-3).

**Standard Error** -- The variability in the sample mean (average) (7:A1-3).

**Statistic** -- A numeric measure of some feature of a sample (4:213).

**Two-Tailed t-Test** -- A hypothesis test in which the results in either direction of the distribution support the alternative hypothesis. A non-directional test requiring interval-level data (4:319; 2:287).

**Type I Error** -- Rejecting a true null hypothesis. The probability of making this error is expressed as an alpha value (2:486).

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## GLOSSARY

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These terms have been adapted and defined using one or more of the primary reference sources in this study. This is by no means a complete glossary, but rather a listing of statistical terms tailored to meet the reader's needs for this report.

**Alpha Level** -- The probability of rejecting a null hypothesis, that is, the probability of making a Type I error. The value of the alpha level is chosen by the statistician (2:463).

**Confidence Level** (also confidence interval) -- The interval computed around the sample mean which expresses the probability that the true population average is within its bounds. Expressed as a plus or minus percentage ( $\pm 10\%$ ) (7:A1-1).

**Distribution Array** (also frequency distribution) -- A listing/chart/graph showing the number, order and interval of a set of data gathered for a variable (4:15-18).

**Interval Level Data** -- A data measurement that has distinct classes, order among the classes, and equal intervals between the measurement classes (2:25).

**Judgement Sample** -- A sample which does not necessarily serve to make projections to the greater population of inference (7:1-1).

**Mean** (for this study, Arithmetic Mean) -- The mathematical average of the sample results (7:A1-2).

**Median** -- The value with half the distribution falling above it and half falling below it (2:86).

**Mode** -- The value that occurs more frequently than any other value in the distribution (4:30).

**Normal Distribution** -- A naturally occurring distribution that is graphically represented by a "bell-shaped curve." Identical values and frequency distribution occur on either side of a collocated mean/mode/median point (4:98-101,120).

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• Further study career field identity issues--why are security police officers different? Senior officers should be "tapping" officers attending intermediate and senior service schools to explore these issues. Similarly, the Police Administration Institute at the University of California is an excellent source for shorter research efforts by more junior officers. The same leaders who provided the data for this study can be triggering research into related topics by providing problem statements and research topics to the security police officers attending these schools.

#### SUMMARY

This paper discussed the attitudes and opinions of senior security police officers regarding career specialization. A data base was collected using a questionnaire and statistical methodologies were applied to report and analyze the data. From the analysis, seven findings were drawn. These findings supported two conclusions: senior security police officers think very much alike among themselves but very differently from their contemporaries. A discussion followed, providing the basis for three recommendations: distribute the results of this survey, teach the career field "facts of life" to junior officers, and further study career field identity issues.

While this study centered on statistically measuring and reporting attitudes and opinions, it also described how the leadership of one particular career field feels about their chosen profession. Its statistical conclusions have infinitely more impact when taken in the full context of the written comments in Appendix C. Consider the concept of career identity expressed by this quotation from one of the security police colonels:

I am convinced that my career field is the last vestige of command within the USAF. [It is] a career field that places young enlisted persons as well as junior officers in demanding leadership positions. Positions where failure is the only alternative to success. There is often no middle ground. This early demand for leadership is truly unique. It makes for superior officers and enlisted personnel but also results in a high attrition rate. Those who succeed as leaders progress, those who don't separate/resign/retire (Appendix C:76-77).

prerequisite for promotion: wings," or having ". . . slim to none. . . " promotional opportunity despite ". . . several outstanding. . . " security police candidates (Appendix C:61-62). The comparative sample had no such strong reaction to the career progression question (Appendix D).

#### Why the Difference?

Is this a leading career field issue? Is there an important institutional impediment here? Are the security police revealing themselves as reactionaries? While it is relatively simple to measure the difference of opinion on this topic, it would take considerably more effort to explore why the difference exists. To answer the "why" of this particular topic, or any of the other 11 statistically significant differences found in this study, further study is required.

#### Discussion Review

Beyond its basic report and data analysis, this study provides two directions for additional study. First, inwardly to explore and use the group's consensus. Secondly, outwardly to explain the differences between the security police and their contemporaries. This study provides fertile ground for further study in both directions.

#### RECOMMENDATIONS

Based on the preceding findings, conclusions and discussions, three recommendations are offered:

- Provide copies of this report to each member of the target sample to promote the study of career specialization issues. Senior security police officers may find ideas in this text that are useful in educating their subordinates, peers, or superiors.

- Identify and use the constructive elements of the group consensus, such as the "collective wisdom" of the senior officers or the recognition of "parochialism" as a career field problem. Teach these key elements of career field knowledge at the Basic Security Police Officer Course and the Staff Officer Course. Collecting and applying the ideas of the senior career field leadership is a logical means of educating junior officers in the realities of their chosen profession.

## DISCUSSION

This report has a narrowly focused scope--that was necessary to conduct a valid statistical study. A focused discussion follows that is **not** strictly limited to the statistical parameters of the study. The intent of this discussion is to **extend the logic of the study** towards practical recommendations based on, but not limited by, the statistical conclusions of the study.

### Exploring the Consensus of Opinion

Why did the security police sample have such homogeneity? The consensus of opinion was very strong, but the report places no value judgement on that observation. It may be "good"--strong career identity, high morale, group achievement. It may be "bad"--isolation, group-think, or an impediment to independent action. It may include elements of both "good" and "bad," as the following example illustrates.

### Group Identity versus Parochialism

Group identity was strong enough to collect a descriptive set of observations about the career field--the "conventional wisdom" from question 33. On the other hand, question 32 brought out that parochialism was a professed problem for the group. Here are two consensus opinions, one arguably a "good" value and the other a "bad" value. If this is what the senior career leadership believes, then it follows that it is what they should teach. Junior officers can learn these "facts of life" from their seniors' experience--the unique opportunities and the pitfalls of the security police business should be explained to them **early** in their careers.

### Explaining the Differences of Opinion

Why was the security police group so much at odds with the comparative sample? A statistical report can identify differences with mathematical certainty but it cannot explain **why** the differences occur. A parallel question is **should** such differences exist to the extent that they do? Is it healthy? One example of this unexplained diversity was the group's reaction and comments on the subject of career progression.

### Career Progression as an Example

The responses to this topic led to a strong difference of opinion between the samples (Table 2, question #24). Career progression in the security police stops at colonel according to the officer career development regulation (10:42-43). The target group presumably recognizes this ground rule but still reacted strongly with references to lacking "... the most basic

- The open-end questions regarding career field identity, parochialism within the career field, and uniqueness of the career field, all showed measurable differences between the security police sample and the comparative sample. There were similar written rationales used in both groups, but the collective "yes/no" scores constituted a significant difference in each instance.

- The target sample showed a tendency to skew heavily in one direction (strongly agree) or another (strongly disagree). While this may be attributed to a group affinity to the questions asked in the survey, an equally acceptable and not mutually exclusive finding is that the security police sample expressed its opinions strongly and cohesively as a group.

- Question 33 produced a notable collection of rationales supporting the notion that the security police career field is unique. Not only was the response strongly affirmative, but the rationales from the respondents were extensive and readily categorized into several major groupings.

### CONCLUSIONS

Two conclusions were drawn from the findings. Both are limited to the scope of this study and to the parameters of the statistical analysis.

- The security police sample is extremely uniform in expressing its attitudes and opinions. This conclusion answers objective one--Yes, there is considerable agreement within the target sample. The group shows strong consensus on matters regarding career field identity and personal career experience.

- The security police sample is very different from its comparative sample most of the time. This conclusion answers objective two--Yes, there is a significant level of disagreement between the two samples. On balance, the comparisons reject the null hypothesis.

The scope of this study was to conduct a survey that would communicate the attitudes and opinions of senior security police officers regarding one key subject--career specialization. That scope was fulfilled, providing a basis for further discussions and recommendations.

## Chapter Five

### SUMMARY

In summary, a series of findings, conclusions, discussions and recommendations are drawn from the preceding report and analysis. This summary is consistent with the main objectives of the study--to report agreement within the target sample and to report agreements or disagreements between the target sample and the comparative sample. The summary builds on the findings and conclusions with discussions and specific recommendations.

### FINDINGS

- The study was adequately grounded on a valid statistical framework and the reported results of both samples were valid. The statistical framework was designed as a means of translating attitudes and opinions into reported fact. The results met statistical tests of validity, although there were caveats introduced in the analysis, and were found to be a valid basis for drawing conclusions.

- There was statistical agreement within the target sample on a majority of the questions. Plain and simple--the senior security police officers agreed among themselves a statistically remarkable number of times. They were, at least on the topic of career specialization, a very homogeneous group.

- There was a significant statistical disagreement between the target sample and the comparative sample on a near majority of the questions. The security police were at odds with the comparative sample in this survey in two out of every five cases. This 40% disagreement was limited by the parameters established for the groups' comparison, but included at least 7 instances out of 30 where the disagreement was near statistical certainty.

- The statistical difference between the samples occurred exclusively in the questionnaire categories of "Your Career Field" and "Your Individual Career Experience." The more macro, less personal category of "Career Specialization in the Air Force" revealed no statistical disagreement at all. The inference is that the "closer to home" the questions got on career specialization, the more the security police sample reacted with homogeneity.

### Conventional Wisdom

Question 33 asked the respondents if their career field was unique and asked for explanations. The security police answer was a strong majority "yes" and a considerable body of information supporting that view was gathered. Figure 4 illustrates this collection of "conventional wisdom." There are several ways to look at this set of opinions: they may either be based on the collective experience of the group or they may be ideas that the group members have "grown up with" as they progressed in the career field. In either case they represent an intriguing collection of "conventional wisdom" that the group has expressed as a whole.

Some of these collective opinions are clearly based on fact. There are 1,048 commissioned officers in the career field and 40,010 enlisted members, so the officer to enlisted ratio is close to 1 to 38 without accounting for the officers in staff positions (5:177). Since the Air Force's overall officer/enlisted ratio is near 1 to 5 (5:175), there is clearly a basis in fact for the opinion that there is a very high officer to enlisted ratio.

Some other group opinions such as, "the security police are the most 'military people' in the USAF" (Appendix C:75), may be true, but are definitely subjective evaluations. This combination of fact and judgement enhances the value of this "collective wisdom." Although there is no empirical basis upon which to evaluate it, this fact/judgement collection may be what these senior officers really believe about their career field. There is considerable value in pursuing and expanding this body of information in a follow-on study.

### ANALYSIS REVIEW

The null hypothesis was rejected 12 times out of 30 applications. This level of rejection does not support the idea that there was no difference between the groups. The alternate hypothesis that there is a significant difference between the groups is more applicable and the null hypothesis is rejected for the overall study.

This chapter addressed and disposed of potential errors in the statistical sampling and analysis phases of the study. An analysis of the objectives followed, showing strong internal consensus in the target group and consistent disagreement with the comparative sample. Two additional analyses were offered regarding the heavily skewed target sample responses ("transparency") and the collection of explanations as to why the career field is unique ("conventional wisdom").



## CAREER SPECIALIZATION SURVEY

### GENERAL INFORMATION

This survey concerns the attitudes and opinions of senior USAF officers regarding career specialization. Your opinions on this topic will be measured along with a considerable sample of your peers and used in an Air Command and Staff College Staff Problem Solving study. There are over 45 major officer career specialties. The second section of this questionnaire asks your opinions about career specialization and zeros in on viewpoints concerning your own career field. Please use the career field you have spent the most time in or the specialty you associate with most strongly when forming your answers. For the purpose of this survey, the first two digits of an AFSC represent a "major" career field (10XX/14XX: Pilot, 40XX: Aircraft Maintenance, 81XX: Security Police, 98XX: Dental, etc.).

Your candid opinions will assist this research immensely. All responses will be kept in strictest confidence and the tabulation of the computer scanned questions provides no means to identify you as an individual. Because this questionnaire supports a research project, you may want to have your written comments in section three attributed to you. In that case, please include your name and duty title on the closing page of that section.

### PRIVACY ACT

In accordance with AFR 12-35, paragraph 30, the following information is provided as required by the Privacy Act of 1974.

- a. Authority:
  - (1) 5 USC 301, Departmental Regulations; and/or
  - (2) 10 USC 8012, Secretary of the Air Force, Powers, Duties, Delegation by Compensation.
- b. Principal Purpose: To sample senior Air Force officer opinion and attitudes concerning career specialization.
- c. Routine Uses: To provide data for research only.
- d. Participation in this questionnaire is voluntary and respondents will not be identified without specific written permission.
- e. No adverse action of any kind may be taken against any individual who elects not to participate in any or all parts of the questionnaire.

No identification is required. Should you desire to make a specific recommendation, have a question answered, or have your written comments attributed to you, your name and address must be included.

AF SCN 84-86 (Expires 31 March 85)

## INSTRUCTIONS

1. Use a #2 pencil and observe the following when marking your responses:

- Make heavy black marks that completely fill the spaces.
- Erase cleanly any responses you wish to change.
- Make no stray markings of any kind on the answer sheet.
- Do not fold, staple, or tear the answer sheet.

2. All statements are answered by filling in the appropriate spaces on the answer sheet provided (AU Fm 4). If you do not find a response that fits your case exactly, please use the one closest to the way you feel. PLEASE ANSWER ALL QUESTIONS AND STATEMENTS.

3. You need not complete the Identification Area or name blocks on the answer sheet. If you choose to identify yourself, you may do so in the written comments section of the questionnaire. Please go to response areas 153-154 and provide the following data (Students, for these blocks use your previous assignment):

a. Space 153, mark your level of assignment:

A - Squadron	D - Air Div	G - Air Staff/SOA
B - Group	E - NAF	H - JCS
C - Wing	F - MAJCOM	I - All others

b. Space 154, mark the AFSC grouping you fall into:

A - 0XXX	E - 4XXX	H - 7XXX
B - 1XXX	F - 5XXX	I - 8XXX
C - 2XXX	G - 6XXX	J - 9XXX
D - 3XXX		

4. When you have completed the survey, please return it as follows:

a. AWC students, please return both the answer sheet and comments sheets in the envelope provided to your seminar reporter, who will forward it to AWC/EDV.

b. Those respondents receiving the survey by mail, please return the answer sheet and the comment sheets in the enclosed self-addressed envelope marked 1st Class Mail.

PLEASE BEGIN THE QUESTIONNAIRE.

Using the scale below, read each statement carefully and select the response which best reflects your opinion/belief about each item.

Using the scale below, read each statement carefully and select the response which best reflects your opinion/belief about each item.

Select:	A	B	C	D	E
For:	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

#### CAREER SPECIALIZATION IN THE AIR FORCE

1. Specialization is generally a reflection of the technical skill requirements of the Air force.
2. Most specialties don't contribute directly to the primary USAF operational missions.
3. Specialists are usually created by civilian education and Air Force technical training.
4. Specialization is a management tool for maintaining a balanced personnel force structure.
5. Most career specialties can operate in independent work groups with little command direction.
6. Most specialists attain their expertise through on-the-job training and in-service experience.
7. Career specialization often results in narrow, insulated viewpoints.
8. Most specialists would not benefit from career-broadening assignments to an unrelated field.
9. Most career specialties do not have a broad enough base to create future USAF general officers.
10. Career specialization introduces bias into most decision making processes within the Air Force.

#### YOUR PRIMARY AIR FORCE SPECIALTY CODE -- YOUR CAREER FIELD

11. My USAF identity is best illustrated by the functional/specialty badges I have earned.
12. My career specialty has a clearly definable civilian counterpart.
13. My AFSC has a distinct role and mission of its own.

14. My AFSC is a source of prestige when dealing with my USAF peers from other career fields.

15. I identify more closely with my unit or staff than with my AFSC at large.

16. I will most likely pursue a civilian career equivalent to my present career field after retirement.

17. The identity of my AFSC as a distinct career field has grown in the past 15-20 years.

18. My AFSC has a primary war-fighting role.

19. My AFSC demands greater leadership skill than most other specialties.

20. My career field is closely related to several other career fields.

#### YOUR INDIVIDUAL CAREER EXPERIENCE

21. I am a generalist because my AFSC requires a broad range of skills.

22. Generally, my superiors from other career specialties have an accurate understanding of my specialty.

23. My career can be identified with one or two specific weapons systems.

24. At this point in my career, my AFSC limits my promotion potential.

25. Generally, my peers in other specialties have an accurate understanding of my specialty.

26. My USAF career can be identified with one or two particular Major Commands.

27. I am a specialist because my primary AFSC requires specific technical skills.

28. My AFSC identity has been a positive force in my career progression.

29. My USAF experience has adequately prepared me to lead officers with other AFSCs.

30. My career experience has led me to deemphasize my AFSC identity as I have progressed in rank.

COMMENTS AND WRITTEN RESPONSES

Please provide comments on any questions you feel require remarks.

Q # \_\_\_\_\_ Comments:

Q # \_\_\_\_\_ Comments:

Q # \_\_\_\_\_ Comments:

Q # \_\_\_\_\_ Comments:

Q # \_\_\_\_\_ Comments:

Please provide short responses to the following questions:

Do you feel your identification with your career field is stronger now than it was as a company grade officer? Explain.

Do you feel that parochialism is a problem in your career field? If so, what problems have you experienced; if not, what benefits have you experienced from specialization?

Do you view your career field as being unique in any particular way? Please describe important differences between your career field and others.

Do you consent to have the written comments on this questionnaire attributed to you by name and/or position? If so please provide your name and/or duty title below:

NAME \_\_\_\_\_ RANK \_\_\_\_\_

DUTY TITLE \_\_\_\_\_

## Appendix B

## DATA REPORT FOR CLOSED-END QUESTIONS/TARGET SAMPLE

This appendix reports the data collected on the machine scored closed-end questions from the target sample. The questions are listed by number and followed by a display reporting statistical data. To streamline the appendix, an abbreviated reporting format was created and is explained below. This format is consistent for the rest of the appendix.

## STATISTICAL DATA FORMAT

The abbreviated reporting form is: (The complete context is:)

Valid Responses: 00 (self-explanatory)

```
Mean: 0.00                               Mode: 0
(arithmetic mean to 2 places)             (self-explanatory)
```

Std Err: 0.00                      Std Dev: 0.00  
(standard error)                      (standard deviation)

T-Test Correlation: 0.000 (Key Mark - see legend below)  
(results of two-tailed test for correlation)

Distribution: (recorded from left to right, strongly disagree through strongly agree, or response choices 1-5)

```
#      00      - 00      - 00      - 00      - 00      (raw score count)
%      00.0    - 00.0    - 00.0    - 00.0    - 00.0    (percentage)
```

Legend for Key Marks:

- ```

*** Groups are different with near statistical certainty.
**  Groups are statistically different.
*   Groups could be considered statistically different.
0   Groups are not statistically different.
+   Groups can be considered to be in agreement to some
    degree.

```

(Those key marks containing asterisks tend to reject  $H_0$ )

## DATA REPORT

1. Specialization is generally a reflection of the technical skill requirements of the Air Force.

Valid Responses: 41

Mean: 3.829                      Mode: 4.000

Std Err: 0.125                  Std Dev: 0.803

T-Test Correlation Value: .235 (Ø)

Distribution:

|   |     |   |     |   |     |   |      |   |     |
|---|-----|---|-----|---|-----|---|------|---|-----|
| # | 1   | - | 3   | - | 2   | - | 31   | - | 4   |
| % | 2.4 | - | 7.3 | - | 4.9 | - | 75.6 | - | 9.8 |

2. Most specialties don't contribute directly to the primary USAF operational missions.

Valid Responses: 41

Mean: 2.049                      Mode: 2.000

Std Err: 0.144                  Std Dev: 0.921

T-Test Correlation Value: .841 (+)

Distribution:

|   |      |   |      |   |   |   |      |   |   |
|---|------|---|------|---|---|---|------|---|---|
| # | 10   | - | 25   | - | 0 | - | 6    | - | 0 |
| % | 24.4 | - | 61.0 | - | 0 | - | 14.6 | - | 0 |

3. Specialists are usually created by civilian education and Air Force technical training.

Valid Responses: 41

Mean: 3.293                      Mode: 4.000

Std Err: 0.141                  Std Dev: 0.901

T-Test Correlation Value: .723 (Ø)

Distribution:

|   |   |   |      |   |      |   |      |   |   |
|---|---|---|------|---|------|---|------|---|---|
| # | 0 | - | 12   | - | 5    | - | 24   | - | 0 |
| % | 0 | - | 29.3 | - | 12.2 | - | 58.5 | - | 0 |



4. Specialization is a management tool for maintaining a balanced personnel force structure.

Valid Responses: 41

Mean: 3.171                      Mode: 4.000

Std Err: 0.163                  Std Dev: 1.046

T-Test Correlation Value: .439 (Ø)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 3   | - | 9    | - | 8    | - | 20   | - | 1   |
| % | 7.3 | - | 22.0 | - | 19.5 | - | 48.8 | - | 2.4 |

5. Most career specialties can operate in independent work groups with little command direction.

Valid Responses: 41

Mean: 2.171                      Mode: 2.000

Std Err: 0.171                  Std Dev: 1.093

T-Test Correlation Value: .179 (Ø)

Distribution:

|   |      |   |      |   |     |   |      |   |   |
|---|------|---|------|---|-----|---|------|---|---|
| # | 12   | - | 19   | - | 1   | - | 9    | - | 0 |
| % | 29.3 | - | 46.3 | - | 2.4 | - | 22.0 | - | 0 |

6. Most specialists attain their expertise through on-the-job training and in-service experience.

Valid Responses: 41

Mean: 3.537                      Mode: 4.000

Std Err: 0.153                  Std Dev: 0.977

T-Test Correlation Value: .687 (Ø)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 2   | - | 5    | - | 6    | - | 25   | - | 3   |
| % | 4.9 | - | 12.2 | - | 14.6 | - | 61.0 | - | 7.3 |

7. Career specialization often results in narrow, insulated viewpoints.

Valid Responses: 41

Mean: 3.415                      Mode: 4.000

Std Err: 0.152                  Std Dev: 0.974

T-Test Correlation Value: .504 (Ø)

Distribution:

|   |   |        |        |        |       |
|---|---|--------|--------|--------|-------|
| # | 0 | - 10   | - 8    | - 19   | - 4   |
| % | 0 | - 24.4 | - 19.5 | - 46.3 | - 9.8 |

8. Most specialists would not benefit from career-broadening assignments to an unrelated field.

Valid Responses: 41

Mean: 1.732                      Mode: 2.000

Std Err: 0.126                  Std Dev: 0.807

T-Test Correlation Value: .020 (\*)

Distribution:

|   |      |        |     |       |     |
|---|------|--------|-----|-------|-----|
| # | 17   | - 21   | - 0 | - 3   | - 0 |
| % | 41.5 | - 51.2 | - 0 | - 7.3 | - 0 |

9. Most career specialties do not have a broad enough base to create future USAF general officers.

Valid Responses: 41

Mean: 2.902                      Mode: 4.000

Std Err: 0.220                  Std Dev: 1.411

T-Test Correlation Value: .893 (+)

Distribution:

|   |      |        |       |        |        |
|---|------|--------|-------|--------|--------|
| # | 9    | - 10   | - 3   | - 14   | - 5    |
| % | 22.0 | - 24.4 | - 7.3 | - 34.1 | - 12.2 |

10. Career specialization introduces bias into most decision making processes within the Air Force.

Valid Responses: 41

Mean: 3.439                      Mode: 4.000

Std Err: 0.144                  Std Dev: 0.923

T-Test Correlation Value: .358 (Ø)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 1   | - | 8    | - | 5    | - | 26   | - | 1   |
| % | 2.4 | - | 19.5 | - | 12.2 | - | 63.4 | - | 2.4 |

11. My USAF identity is best illustrated by the functional/specialty badges I have earned.

Valid Responses: 41

Mean: 3.244                      Mode: 4.000

Std Err: 0.177                  Std Dev: 1.135

T-Test Correlation Value: .206 (Ø)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 2   | - | 12   | - | 5    | - | 18   | - | 4   |
| % | 4.9 | - | 29.3 | - | 12.2 | - | 43.9 | - | 9.8 |

12. My career specialty has a clearly definable civilian counterpart.

Valid Responses: 41

Mean: 4.171                      Mode: 4.000

Std Err: 0.110                  Std Dev: 0.704

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |   |   |     |   |     |   |      |   |      |
|---|---|---|-----|---|-----|---|------|---|------|
| # | 0 | - | 2   | - | 1   | - | 26   | - | 12   |
| % | 0 | - | 4.9 | - | 2.4 | - | 63.4 | - | 29.3 |

13. My AFSC has a distinct role and mission of its own.

Valid Responses: 41

Mean: 4.073                      Mode: 4.000

Std Err: 0.123                  Std Dev: 0.787

T-Test Correlation Value: .005 (\*\*)

Distribution:

|   |     |   |     |   |     |   |      |   |      |
|---|-----|---|-----|---|-----|---|------|---|------|
| # | 1   | - | 1   | - | 2   | - | 27   | - | 10   |
| % | 2.4 | - | 2.4 | - | 4.9 | - | 65.9 | - | 24.4 |

14. My AFSC is a source of prestige when dealing with my USAF peers from other career fields.

Valid Responses: 41

Mean: 3.317                      Mode: 3.000

Std Err: 0.142                  Std Dev: 0.907

T-Test Correlation Value: .249 (Ø)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 1   | - | 5    | - | 19   | - | 12   | - | 4   |
| % | 2.4 | - | 12.2 | - | 46.3 | - | 29.3 | - | 9.8 |

15. I identify more closely with my unit or staff than with my AFSC at large.

Valid Responses: 41

Mean: 2.927                      Mode: 2.000

Std Err: 0.176                  Std Dev: 1.127

T-Test Correlation Value: .006 (\*\*)

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 2   | - | 18   | - | 5    | - | 13   | - | 3   |
| % | 4.9 | - | 43.9 | - | 12.2 | - | 31.7 | - | 7.3 |

16. I will most likely pursue a civilian career equivalent to my present career field after retirement.

Valid Responses: 41

Mean: 2.537                      Mode: 2.000

Std Err: 0.164                  Std Dev: 1.051

T-Test Correlation Value: .769 (Ø)

Distribution:

|   |      |   |      |   |      |   |      |   |     |
|---|------|---|------|---|------|---|------|---|-----|
| # | 5    | - | 20   | - | 6    | - | 9    | - | 1   |
| % | 12.2 | - | 48.8 | - | 14.6 | - | 22.0 | - | 2.4 |

17. The identity of my AFSC as a distinct career field has grown in the past 15-20 years.

Valid Responses: 41

Mean: 4.317                      Mode: 5.000

Std Err: 0.162                  Std Dev: 1.035

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |     |   |     |   |     |   |      |   |      |
|---|-----|---|-----|---|-----|---|------|---|------|
| # | 1   | - | 3   | - | 2   | - | 11   | - | 24   |
| % | 2.4 | - | 7.3 | - | 4.9 | - | 26.8 | - | 58.5 |

18. My AFSC has a primary war-fighting role.

Valid Responses: 41

Mean: 4.293                      Mode: 4.000

Std Err: 0.141                  Std Dev: 0.901

T-Test Correlation Value: .007 (\*\*)

Distribution:

|   |     |   |     |   |   |   |      |   |      |
|---|-----|---|-----|---|---|---|------|---|------|
| # | 1   | - | 2   | - | 0 | - | 19   | - | 19   |
| % | 2.4 | - | 4.9 | - | 0 | - | 46.3 | - | 46.3 |

19. My AFSC demands greater leadership skill than most other specialties.

Valid Responses: 41

Mean: 4.561                      Mode: 5.000

Std Err: 0.131                  Std Dev: 0.838

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |     |   |     |   |   |   |      |   |      |
|---|-----|---|-----|---|---|---|------|---|------|
| # | 1   | - | 1   | - | 0 | - | 11   | - | 28   |
| % | 2.4 | - | 2.4 | - | 0 | - | 26.8 | - | 68.3 |

20. My career field is closely related to several other career fields.

Valid Responses: 41

Mean: 2.488                      Mode: 2.000

Std Err: 0.157                  Std Dev: 1.003

T-Test Correlation Value: .001 (\*\*)

Distribution:

|   |      |   |      |   |      |   |      |   |   |
|---|------|---|------|---|------|---|------|---|---|
| # | 5    | - | 21   | - | 5    | - | 10   | - | 0 |
| % | 12.2 | - | 51.2 | - | 12.2 | - | 24.4 | - | 0 |

21. I am a generalist because my AFSC requires a broad range of skills.

Valid Responses: 41

Mean: 3.634                      Mode: 4.000

Std Err: 0.155                  Std Dev: 0.994

T-Test Correlation Value: .396

Distribution:

|   |     |   |      |   |     |   |      |   |      |
|---|-----|---|------|---|-----|---|------|---|------|
| # | 1   | - | 7    | - | 3   | - | 25   | - | 5    |
| % | 2.4 | - | 17.1 | - | 7.3 | - | 61.0 | - | 12.2 |

"Yes. Many members of the career field have insular approaches to problems. They are of the opinion that we, within the career field, can address certain problems that in reality demand the corporate body of the Air Force (Air Staff) to make the final decision. I don't directly attribute this situation to 'specialization' but to the inward looking approach many of my counterparts have regarding our specialty."

"Hell yes! It is in every AFSC! None of us seems to be able to see the forest for the trees. And if it's bad in the AFSCs, look at what happens when one of those bright young stars, lacking a broad base, becomes a wing commander. Now he's got 3-4000 people to command, perhaps for the first time. If he's had a command tour before, it was a one-time shot, often in a pseudo-command billet which lacked genuine command responsibilities, e.g., student squadrons, bomb/tanker squadrons, etc. where the real work is done by the wing staff. Now he can try out all those neat management techniques they taught him in SSS until he finally finds one that works for him. . .in the short term. The professionalism of his staff, and in some cases an inherent leadership ability, sustains him until promotion. The pattern then reinforces itself and becomes policy. . .and the cycle begins anew. This is the heritage of specialization. Give me a career maintenance or support officer any day. . .they have been there and back a dozen times, understand people, and learned their lessons on the way up."

"Ah yes. Too often SP officers don't get an opportunity to serve outside the business. Consequently we often fail to understand others. We deal with strict rules and regulations that don't allow either initiative or freedom of thought (and are already in the military--which teaches us not to speak freely). Consequently many of our ranks do not understand the big picture and fail to allow for modification of a given procedure. The result, after many years, is stifled thinking and tunnel vision--an approach that turns off many. Too often we are grouped together under this approach to the detriment of the few thinkers we do have in the career field."

Air Force Officers First. Four officers argued that the problem lies in not being Air Force officers first and security police officers second.

"Yes, many SPs tend to think like cops before USAF officers."

"Parochialism is a problem in Security Police. We tend to isolate ourselves and to identify as 'cops'--not AF officers with a critical support of mission."

the mission objectives of his unit to the best of his and his peoples' ability, but also envisions the needs of the Air Force in his decision-making processes."

"Yes. Too many hide behind the regs--'If the reg doesn't say I have to do it I will not.' Rather than will the task benefit others and the overall AF mission."

"Because my superiors tend to be 'experts' in my career field, we are generally either apologists for or fighters for the rights of our people. This tends to make us less open to serving the mission as adequately as we could."

"It can be. Sometimes we tend to put our career field responsibilities before the overall mission. Project Warrior and similar programs help to keep the proper perspective."

"Yes. We tend to view change in light of whether it's good for the career field rather than whether it's good for national defense."

Viewpoint Problems. Six respondents described parochialism as a function of viewpoint--"tunnel vision," "can't see the big picture," or "not seeing the forest for the trees." The general point is insulation due to not having an accurate, in-perspective view of the whole Air Force.

"Yes! People failed to see the AF big picture and took a short sighted approach."

"To a degree; I believe it comes from the endless fight for acceptance as a vital segment of the AF. As a result we sometimes fail to approach tasks or issues with a broad view--instead we experience tunnel vision."

"Yes. The nature of the SP career field breeds parochialism. In some instances this is good, however, there is a tendency to attach too much importance on what we do in our own little world that we lose sight of the Big Picture. It is becoming more obvious each day the Air Force is in a challenging period of transition with changes across a variety of fronts, all of which will have profound effects on the way the security police career field will do business in the future. Because of our parochial attitudes we have chosen to remain non-players. Technology is changing 'traditional' security concepts making current protective/security methods less relevant."



Uncategorized Answers. Four answers were neither positive or negative.

"I was not in this field as a company grade officer."

"Was not in the 8XXX career field as a company grade officer."

"I have always identified strongly with my career field, but mainly in the manner in which I can contribute to the Air Force as a whole. I must admit that the social status of my career has improved significantly in the last 10 years, when the SPs were briefly an Air Staff directorate."

"No. (Stem not clear) Myself ID with career field, or, others identify me with career field." [Author's note: This variable was intended to ask the "myself with career field" question and the responses received seem to reply to that meaning. This respondent has identified an interesting point, however, which could explain why this question was a poor discriminator between the yes/no values.]

#### Question 32

"Do you feel that parochialism is a problem in your career field? If so, what problems have you experienced; if not, what benefits have you received from specialization?"

Of 41 valid questionnaire responses, 35 respondents answered this question and 6 did not. Twenty-three gave responses judged as affirmative in one form or another and nine responses were negative. Some respondents (three) did not answer yes or no but included comments that were sorted into a third category. Overall, the question was answered with a very strong "yes" value--56% of the responses took a position that parochialism in the career field is a problem.

"Yes" Answers. All of the statements provided on the affirmative side are reported completely below. There were at least four major groupings of rationales for these "yes" answers.

Mission First. Five respondents pointed out that the mission, the needs of the Air Force or the national defense should be the basis for decision making--not career field parochialism.

"I have found parochialism to be a problem for those who have limited themselves. There are quite a few officers who attempt to justify some of their self-centered programs in the cloak of parochialism. The effective 'whole-man' officer is proud of his job, takes care of his people, pursues

Career Broadening. Two officers specifically pointed out significant career broadening experiences.

"No. I am a security police officer by trade. However as a result of three tours outside my specialty as a personnel staff officer at AFMPC, as a nuclear security inspection team chief and as a base commander I feel the identification has lessened somewhat."

"No. I have been a base commander and can now better identify with most career fields. I think it is very bad to over-identify with one career field."

Other Negative Responses. The respondents said "no" in ten other ways.

"No! I have always had a strong identification with my career field. This has not changed from 2nd Lt to Colonel."

"No. I think I am more of a generalist now."

"No, I don't think so! As my contact with the real Police job--(at Base level) has been limited in the past 5 years!"

"No, about the same."

"No. My role now is centered more on leadership with less of a requirement for specialty skills."

"No, people in the security police career field decide early on whether they want to become a career cop. If the decision is positive, the identification bond is made at a correspondingly early time."

"No, I was full of piss and vinegar as a company grade officer. Too many command tours and 'broadening' experiences have dampened the fervor and made me more cynical, but no less dedicated, today."

"No!. Less."

"No."

"No."

"Identification is considerably stronger than at company grade. A number of factors contribute to this, but the primary one is the increased professional and personal dialogue which is necessarily established as one progresses in a given career field. Job responsibility grows and the number of officers in a similar position decreases resulting in increased identity. Similarly long involvement in a particular career field leads to a perception on the part of others of greater identity. For example, if you've been an SP for 20 years your identification by others will be greater than at the 4 year level. Don't construe this as saying all identity with a career field is bad. . .it's not. The key is the balance and that is the area I submit we all need to work at."

"No" Answers. The following answers were judged as negative and each is reported verbatim. Only two groupings could be made.

Widening Responsibilities. Four respondents talked about responsibility broadening as rank and position increased.

"No. As I became more senior I worked projects as a staff officer and commander that crossed AFSC lines--especially into XO, XP, DE."

"No. My identity with the career field has been equaled by identity with the Wing or Base to which I was assigned. When I was a company grade officer I worked for another person in my AFSC. When I became a field grade officer I worked for someone outside of my AFSC and was concerned with broader issues. My task went from a narrow perspective to a more general perspective of how my AFSC fits into the entire Air Force and especially the base."

"No. I am involved in the entire spectrum of base activity, with emphasis on my specialty. My 20+ years of experience allows me to work with others easily when discussing support or operational requirements. I tend to know more about 'their' business than they do mine."

"No. Company grade assignments are at unit level and involve the day to day tasks of leadership and management to get the job done. Later assignments are at MAJCOM staff or higher with its broader picture of the Air Force mission and needs."

Command, Responsibility and Leadership. Three respondents had these similar ideas.

"Yes, usually field grade officers are afforded the opportunity to command an SP squadron or unit. SP unit commanders are always part of the 'Big Picture' on an installation. He is usually well known, and is always a 'key player' in installation mission accomplishment. Everybody knows the 'Chief Cop.'"

"Yes. I have always had strong identification with the career field and as I have progressed in rank, that identification has continued--if not grown! With the added responsibility and authority, my identification has intensified--both from necessity as well as from my own personal desires."

"Yes. For one thing I was not a security police officer until I attained the grade of manager. Additionally, as you progress in rank, you become more actively involved in policy making for your career field."

Top of the Pyramid. These respondents (2) pointed out that the numbers are small at the top and this brings identification.

"Yes. The limited number of SP field grade officers (LTC and above) tends to put you more in the spotlight as an SP 'expert.' Being referred to as the 'Top Cop' or 'The Sheriff' also foster a SP vice officer ID."

"Yes, I can effect change better. As a field grade officer you have more opportunity to command and the cop force becomes smaller."

Uncategorized. Other responses and answers with multiple rationales:

"Yes, because of experience in the 8116 AFSC and exposure to other senior Security Police officers as well as officers in other AFSCs."

"Yes. I was facing a dead end as an O-5 navigator. Security Police gave me the opportunity to excel."

"The AF is the world's largest fraternity--generically speaking. (Maybe I should say 'Greek organization') The security police form the largest chapter therein. As time passes I love my career field more and more as we have gotten rid of the rated supplements in it and have become a group of professionals who have grown up in the business, and therefore understand it."

## COMMENTS ON OPEN-END QUESTIONS

### Question 31

"Do you feel your identification with your career field is stronger now than it was as a company grade officer? Explain."

Of 41 valid questionnaire responses, 35 respondents answered this question and 6 did not. Fifteen gave an affirmative response of some sort and 16 said "no." Only four answers did not provide a yes/no choice and contained statements both positive and negative. There was no consensus opinion on this question as the group was evenly split on the subject.

"Yes" Answers. The following affirmative answers are reported verbatim. Four broad themes were discerned.

More Years--More Identification. This grouping (3) generally regarded stronger career field identity as stemming from the cumulative time spent in the specialty.

"Yes--more years obviously means more identification. Greater breadth of experience is also a factor."

"Yes--matter of arithmetic--I was a company grade officer for 9 years and a field grade for 15."

"Yes, after 26 years in a career field, if you don't identify more than at the beginning, you're a misfit and need to move on or out!"

Improved Career Field Status. Three officers regarded the key to this question as perceiving or experiencing an improvement in the career field's status over the years.

"Yes, because my career field has become better trained and more professional."

"Yes. My career field has gained in prominence, and has grown in size. There is probably a greater requirement for my specialty now and more awareness by others of what functions the specialty performs."

"Yes, pride in being involved with a more generally accepted career field has improved markedly for me in the last ten years."

Question 25

If peers accurately understand your career specialty:

"Most of my peers have their own idea of what 'Sky Cops' do! This has primarily been based on their limited experience with the SP functional area."

Question 27

If the AFSC requires specific technical skill:

"No technical skill whatsoever is required."

Question 28

If AFSC identity was a positive force in career progression:

"It provides an opportunity to develop leadership skills that is not present in many other AFSCs. Increased visibility of the AFSC in the last ten years may have enhanced promotion opportunity somewhat, since commanders tend to pay more attention to the areas that can get them 'fired.' Generally, but not always, they then reward and punish based upon performance in a high visibility job. In AFSCs which lack high visibility, outstanding performance of the same kind can go unrewarded, i.e., no promotion even though the OER is 'pegged' (the reward in this case being an OER indorsement at the three/four star level)."

Question 29

If current AFSC has prepared them to lead other AFSCs:

"I can lead and I can manage. . .but personnel policies limit the range of assignments, which in turn limits promotion opportunity. It is extremely difficult, if not impossible, for a nonrated officer to become competitive at the 21 year point, other than in his own specialization (which may offer limited opportunity for advancement, if that)."

Question 30

If career experience has deemphasized AFSC identity as the respondent progressed in rank:

"Being a good cop is a far cry from being a good manager. I am more interested in being a good manager."

Question 19

If your AFSC demands more leadership skills than others:

"Being a Security Police Officer demands more leadership skills than most AFSCs. Commanding a unit of SPs or interfacing with a staff who have preconceived notions of your responsibilities requires strong leadership skills."

Question 21

Saying, "I am a generalist because of my AFSC requirements:"

"True, but only when I am in a command billet. . .and the same then applies to most or all other AFSCs."

"I have had 11 years of staff jobs (HQs Level), so I consider myself more of a generalist than other SP officers might."

Question 22

If superiors in other AFSCs understand the respondent's AFSC:

"Generally my superiors are not fully and accurately aware of what I do. Everyone is a 'security expert.' This has been unfortunate because we have a lot to offer."

"Many still believe in the 'white hat' image, although the acceptance has been improving the past 12-14 years."

Question 24

Whether your AFSC limits promotion potential at this career point:

"It has not hindered me to this point (O-6 selectee). However, since we have had only one SP promoted to O-7, realistically the chance of me (or any other SP O-6) getting promoted is slim to none."

"Several outstanding Colonels in 811; none making O-7 on previous General Officer board, indicated non-rated (security police) types have little chance of making General Officer status. Yes this AFSC is limited in promotion potential, because rated personnel control the boards--my opinion and a statement of fact."

"There is limited opportunity for promotion in a career field that has only one general officer authorization; especially in view of the stereotype image others carry of SP officers."

Question 7

As to the extent specialization causes narrow viewpoints:

"Specialization in a MAJCOM very definitely results in narrow, insulated viewpoints, to the detriment of the USAF."

Question 9

Whether most career fields have a broad enough base to create General Officers:

"True, largely because we require GOs to be generalists. Most AFSCs do not provide this base. Our personnel policies select out rated officers and Academy grads for 'grooming.' Despite this advantage, the pool of non-rated officers at the 15 year point still appears to have a higher level of qualification as future leaders and managers from which to select GOs--they lack, however, the most basic prerequisite for promotion: wings."

Question 14

Regarding the respondent's AFSC as a source of prestige:

"Although my AFSC has generated a great deal of prestige in recent years, I still find many of our senior leadership who refer to us as 'Sky Cops.' Additionally I still find far too many who do not fully understand what we do. Their perceptions leave a lot to be desired."

"Unfortunately, the security police do not enjoy the prestige they deserve--yet."

Question 16

If the respondents' retirement job would parallel their AFSC:

"Who wants to be a civilian cop at my age (48)?"

Question 17

If AFSC identity has grown in the past 15-20 years:

"We've become better and better over the last 10 years."



## APPENDIX C

### DATA REPORT FOR WRITTEN COMMENTS/TARGET SAMPLE

This appendix reports the written comments collected from the open-end format on the final two pages of the questionnaire. All responses have been included verbatim. Responses are not numbered or attributed to individuals, but have been clustered according to affirmative/negative quality of the statements made, or according to the closed-end question cited.

#### COMMENTS ON CLOSED-END QUESTIONS

The following comments were made regarding specific closed-end questions. Seven respondents provided 22 separate comments on 17 different questions. Although there is insufficient data for identifying a pattern of answers, these comments are informative and illustrate some interesting points of view.

#### Questions 5, 7, and 10

Regarding bias from career specialization:

"Career specialties can, and often try, to operate in a vacuum; this is not healthy as it introduces a bias. Command direction keeps everyone on track with the overall mission accomplishment the foremost concern."

#### Question 6

Regarding expertise gained by OJT or in-service experience:

"Disagree, to this extent: the definition of specialist is needed here. A mechanic does what he is trained for; a specialist is a person who strives to further improve his skills through outside reading, off-duty education, etc. A question of whose definition you use, and what you expect of the definition, applies here."

"Unfortunately--not everyone had an opportunity to go to school in the past, so many have not had specialist training in the support area."

28. My AFSC identity has been a positive force in my career progression.

Valid Responses: 41

Mean: 3.561                      Mode: 4.000

Std Err: 0.121                  Std Dev: 0.776

T-Test Correlation Value: .958 (+)

Distribution:

|   |   |   |      |   |      |   |      |   |     |
|---|---|---|------|---|------|---|------|---|-----|
| # | 0 | - | 5    | - | 10   | - | 24   | - | 2   |
| % | 0 | - | 12.2 | - | 24.4 | - | 58.5 | - | 4.9 |

29. My USAF experience has adequately prepared me to lead officers with other AFSCs.

Valid Responses: 41

Mean: 4.268                      Mode: 4.000

Std Err: 0.099                  Std Dev: 0.633

T-Test Correlation Value: .002 (\*\*)

Distribution:

|   |   |   |     |   |     |   |      |   |      |
|---|---|---|-----|---|-----|---|------|---|------|
| # | 0 | - | 1   | - | 1   | - | 25   | - | 14   |
| % | 0 | - | 2.4 | - | 2.4 | - | 61.0 | - | 34.1 |

30. My career experience has led me to deemphasize my AFSC identity as I have progressed in rank.

Valid Responses: 41

Mean: 2.829                      Mode: 2.000

Std Err: 0.188                  Std Dev: 1.202

T-Test Correlation Value: .490 (Ø)

Distribution:

|   |     |   |      |   |   |   |      |   |     |
|---|-----|---|------|---|---|---|------|---|-----|
| # | 3   | - | 21   | - | 0 | - | 14   | - | 3   |
| % | 7.3 | - | 51.2 | - | 0 | - | 34.1 | - | 7.3 |

25. Generally, my peers in other specialties have an accurate understanding of my specialty.

Valid Responses: 41

Mean: 2.585                      Mode: 2.000

Std Err: 0.160                  Std Dev: 1.024

T-Test Correlation Value: .040 (\*)

Distribution:

|   |     |   |      |   |     |   |      |   |   |
|---|-----|---|------|---|-----|---|------|---|---|
| # | 4   | - | 21   | - | 4   | - | 12   | - | 0 |
| % | 9.8 | - | 51.2 | - | 9.8 | - | 29.3 | - | 0 |

26. My USAF career can be identified with one or two particular Major Commands.

Valid Responses: 41

Mean: 2.024                      Mode: 2.000

Std Err: 0.169                  Std Dev: 1.084

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |      |   |      |   |   |   |     |   |     |
|---|------|---|------|---|---|---|-----|---|-----|
| # | 13   | - | 22   | - | 0 | - | 4   | - | 2   |
| % | 31.7 | - | 53.7 | - | 0 | - | 9.8 | - | 4.9 |

27. I am a specialist because my primary AFSC requires specific technical skills.

Valid Responses: 41

Mean: 2.585                      Mode: 2.000

Std Err: 0.152                  Std Dev: 0.974

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |     |   |      |   |      |   |      |   |   |
|---|-----|---|------|---|------|---|------|---|---|
| # | 3   | - | 22   | - | 5    | - | 11   | - | 0 |
| % | 7.3 | - | 53.7 | - | 12.2 | - | 26.8 | - | 0 |

22. Generally, my superiors from other career specialties have an accurate understanding of my specialty.

Valid Responses: 41

Mean: 2.854                      Mode: 4.000

Std Err: 0.173                  Std Dev: 1.108

T-Test Correlation Value: .044 (\*)

Distribution:

|   |     |   |      |   |     |   |      |   |   |
|---|-----|---|------|---|-----|---|------|---|---|
| # | 4   | - | 16   | - | 3   | - | 18   | - | 0 |
| % | 9.8 | - | 39.0 | - | 7.3 | - | 43.9 | - | 0 |

23. My career can be identified with one or two specific weapons systems.

Valid Responses: 41

Mean: 1.805                      Mode: 2.000

Std Err: 0.141                  Std Dev: 0.901

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |      |   |      |   |     |   |     |   |     |
|---|------|---|------|---|-----|---|-----|---|-----|
| # | 16   | - | 21   | - | 1   | - | 2   | - | 1   |
| % | 39.0 | - | 51.2 | - | 2.4 | - | 4.9 | - | 2.4 |

24. At this point in my career, my AFSC limits my promotion potential.

Valid Responses: 41

Mean: 4.220                      Mode: 4.000

Std Err: 0.146                  Std Dev: 0.936

T-Test Correlation Value: .000 (\*\*\*)

Distribution:

|   |     |   |     |   |     |   |      |   |      |
|---|-----|---|-----|---|-----|---|------|---|------|
| # | 1   | - | 2   | - | 2   | - | 18   | - | 18   |
| % | 2.4 | - | 4.9 | - | 4.9 | - | 43.9 | - | 43.9 |

"Parochialism--definite problem due to the inherent discipline, standards and resultant esprit de corps. Causes too many SP officers to think the Air Force is designed to support the SP career field. Too many are SP officers first rather than AF officers first. Benefits--if you become the best in your specialty, you get the promotions (true of any specialty)."

"Perhaps not so much a problem as a concern. In my view the concern is one of placing, perhaps unconsciously, the perceived initial issues of a career field in too dominant a position relative to AF wide concerns (issues). Further it's been my experience that parochialism has in many cases led to insulation (self-imposed) of the career field from the rest of the AF. Perhaps this is most evident if one finds himself in a defensive crouch worrying about what the AF is doing to 'us.' Said another way, parochialism is a problem when one finds officers describing themselves exclusively and primarily as pilots, cops, naves, missileers rather than OFFICERS in the USAF."

Trouble at the Top. Four respondents took the viewpoint that a major factor in parochialism was in their own ranks as career field leaders. They perceived entrenched leadership, "in-groups" and harsh inspections.

"Yes, inability at times for senior leadership in the function to address the broader Air Force issues when they need to be addressed."

"Yes, when key leaders are allowed to stay in key MAJCOM Air Staff positions for too long they become entrenched in their views and 'new ideas' become smothered."

"Yes! If you're not in the 'In-Group' you're in trouble!"

"Yes. Big problem in SP career field. IG reports verify this. SP inspections tend to be very harsh on SP units."

Other Comments. These comments were not categorized.

"Yes, parochialism is a definite problem. Although I must admit that it is becoming less of a problem--especially in recent years. Parochialism tends to inhibit progress. One tends to be comfortable with the way things are!"

"Yes. By being parochial I was forced to work with and understand other functional areas in order to achieve the best conditions for my people."

"Parochialism is a problem. We tend to think and use technical jargon that isolates us from the mainstream."

"Yes."

Negative Answers. Nine respondents took the position that parochialism was not a problem in the career field. Some saw it as a positive force to compete for resources or to provide mutual aid. Another theme was that the degree of parochialism has decreased significantly over the passage of time.

"Not a great problem. Some parochialism is necessary to compete with other functions for scarce resources."

"No! The strong sense of being a cop has made me share a spirit of belonging. Career cops take care of one another."

"I don't feel that parochialism has been a problem. It has provided me with other people with common interests and like problems. I have learned to give a friend a call when I had a problem which he may have encountered and solved. Having these types of relationships are good for both the AFSC and the Air Force."

"Some parochialism still exists, but not near as much as even five years ago. SP is fully recognized by USAF as necessary for the mission's success. With that, SP officers have become officers first, SP officers second."

"Not since Vietnam. As a career cop with a good balance between line and staff I found myself acceptable to any command desiring my talents."

"Parochialism is not a significant problem, although it is there to some degree. Problems associated are primarily from 'old' heads who have an attitude--'We do it this way because it has always been done that way.' A resistance to change; to explore new ideas, approaches."

"Not at SOA level."

"No more so than any other career field."

"No more than any other specialty."

Uncategorized Responses. These responses contain material that could be taken on balance as either positive or negative. The content does follow similar themes from both the previously reported "yes" and "no" categories.

"This may have been a problem during the early years (01-02 grades), but I soon learned through experience (i.e. IG tours, PME, assigned to MPC, Air Staff) that one must understand the full scope of the AF mission and the part we play in the Security Police AFSC. Only if the troops understand their part in the total AF, will we properly contribute as SP officers."

"(1) Parochialism is a broad systemic problem throughout the Air Force brought about by competition for limited resources and achievement. Problem because it's inefficient in problem solving/goal accomplishment. However the alternative to competition may be worse overall. (2) It puts me in a more respected position in the eyes of my subordinates because I understand their ideas, language, concepts and can advocate better."

"As experience and rank increase, parochialism decreases. A better understanding of what services my specialty can provide and what is needed to best accomplish the assigned mission."

#### Question 33

"Do you view your career field as being unique in any particular way? Please describe important differences between your career field and others."

From 41 valid questionnaires 32 responses were collected for this question--9 respondents chose not to provide any comments. The answer was an overwhelming "yes" majority of 27, or 66% of the possible valid respondents. Only three negative answers were tabulated and two answers could not be categorized.

Affirmative Answers. This is the bulk of the response to the questionnaire's anchor question. Unlike previously reported questions, this variable produced multiple answers--a total of 58 rationales were given to describe the career field as unique and some individuals provided as many as 5 or 6 separate rationales in their answers. These rationales were extracted from the answers and grouped under the four headings that follow. The complete answers, in the form they were received, are then reported verbatim.

There were four major types of positive answers. First in frequency (20) was a grouping that addressed leadership as the key issue, followed by a similar sized grouping (17) that zeroed in on the roles and missions of the career field. Ten responses comprised the third grouping stressing the military nature of the career field's business. A final grouping of 11 includes a variety of explanations, viewpoints and assertions regarding the uniqueness of the security police career field.

Leadership. This grouping involves three clusters of responses: command and leadership demands (often with the caveat that these demands occur early in one's career), the supervision of substantial numbers of young airmen, and the existence of a high enlisted to commissioned officer ratio.

Roles and Missions. This grouping had two subsets: the relation of the career field to combat arms or warfighting, and the view of the career field's uniqueness stemming from police powers, use of weapons and security of critical resources.

Military Standards and Discipline. This grouping stressed the basic military nature of the security police business by relating perceived higher standards in appearance and conduct.

The Variety Package. A number of other ideas were advanced to explain or illustrate uniqueness in the career field.

The Verbatim Answers. The following answers are reported as they were received from the respondents. It is from these 27 responses that the 58 rationales were extracted and grouped.

"We're more military, stand daily inspection, armed, combat mission, higher appearance standards. Cops lead people early in their career and also have a change in command earlier. We have better exposure and a chance to learn skills outside the AFSC."

"Yes. The warfighting police of the SP career field makes it unique. Also the requirement to lead large numbers of junior airmen makes it unique."

"Yes, we are a warfighting force while most other non-rated specialties are purely support."

"Yes, it's more disciplined!"

"The mainstream considers my career field as a base operating support (BOS) function, when in fact it is a line or mission function."

"Yes, it is the only combat arms force in the Air Force; ground combat that is. Trained, dedicated, and led with the freedom of America and protection of its people and resources as its only goal!"

"Certainly, the leadership in the 'Cop' field is unique, especially at base level--too many of our senior cops have hidden in HQ assignments and have lost sight of the problems faced by that poor bastard in the field."



"Yes. Our young officers (2nd Lts) are immediately put into demanding 'leadership' positions (vice management)--a sink or swim experience. I know of no other career field that demands so much from its junior officers."

"Absolutely. Leadership demands. Highest standards of appearance and discipline. Worldwide application on a 24-hour basis."

"Yes. (1) We provide a safe and secure environment for the AF community to live in. (2) We set the example for dress and military appearance for the USAF! (3) We can shape base wide discipline matters probably more than JA. (4) EST capabilities are unique. (5) We are the most visible extension of the Base Command, MAJCOM, and USAF to the public."

"The security police are the most 'military' people in the USAF. This is brought on by the people and the nature of the mission, but it does make the career field 'unique.'"

"Unique only because it's combat arms related, compared to non-combat career fields in USAF."

"Yes. The large numbers of people (enlisted) supervised is unique and results in early leadership exposure for young officers."

"Yes. A smaller ratio of officers and senior NCOs to airmen. In several commands, larger units. More direct supervision of young airmen. A more traditional military organization versus some specialties which are more aligned to civilian type organizations."

"The ratio of officers to enlisted is apparently lower than most other career fields. Ours is one which has requirements for being on time, being sharp in appearance, handling weapons, staying alert at all times, and making important career critical decisions."

"Yes. There are clear cut lines of authority that security policemen have that is not afforded other career fields. Example, a security police airman has much more authority than a CMSgt in finance. The mere fact that he/she can apprehend criminals and violators affords him/her a unique edge."

"Yes. The only field with a ground combat role in the Air Force. The most military, closely inspected career field."

"God, yes. We're the ground pounders of the AF. One officer-enlisted ratio is over 40 to one before personnel assigned to Hq are subtracted. We ask 2Lts to command 100-man flights and give them one of the most stultifying missions in the AF--security. We must stand on posts 24 hrs/day, 365 days a year, in rain, sleet or snow and often are the only ones there. We cannot easily change our tasks. We enforce the law and consequently appear in negative light to the public. We must make a decision involving life and limb in seconds, the results of which may be discussed by lawyers for years. Ask any SP LTC or Col for other examples. There are thousands of differences."

"Yes, very high officer to enlisted ratio (29 officer to over 1200 enlisted). Career field becoming more technical, many cannot comprehend all aspects of equipment or procedures."

"Yes. More of the basic martial skills are required than in most others. Success here requires broad knowledge and use of all DOD/USAF concepts, systems and missions."

"Yes. Caring about others within the field. More chances to exercise real leadership at a younger age. I have commanded 5 outfits. 1st one as a 2nd Lt. I have led troops for 25 years. Many officers never lead or command till quite senior."

"Yes. We're the only ground combat force the Air Force has: the only ones who fight 'eyeball to eyeball.'"

"Police are unique in any society and the Air Force is no different. Some people perceive cops as friends and some don't. Many people in the Air Force, at all levels, have recognized the unique problems of security police units and have helped to solve these problems with their support. It is the nature of our work--use of force and as the symbol of authority, which makes our work unique. Everyone has a feeling for the cops, good or bad. In the Air Force most are positive feelings."

"Absolutely--by far the earliest and most frequent means to have command experience. Biggest difference is that in spite of our size, responsibility and cumulative years of command experience, we only have one general. Comparatively speaking, we should have 6-7."

"My career field is most certainly unique. Only the Office of Special Investigation approaches the multi-faceted aspects of my career field. Even then, the demands for leadership, management, understanding of the majority of the disciplines within the USAF, result in a truly unique career field. I am convinced that my career field is the last vestige

of command within the USAF. A career field that places young enlisted persons as well as junior officers in demanding leadership positions. Positions where failure is the only alternative to success. There is often no middle ground. This early demand for leadership is truly unique. It makes for superior officers and enlisted personnel but also results in a high attrition rate. Those who succeed as leaders progress, those who don't separate/resign/retire."

"Definitely. My career field has to do the dirty little jobs: apprehend offenders, enforce the laws, correct the miscreant, set the example, work when others are off. However, we have an advantage over many other career fields in that our officers and NCOs are directly exposed and pressed into leadership roles. Although leadership responsibilities cause some of us to fail, the vast majority of our younger people, through some naturally innate traits and learned behavior, become well adapted and efficient decision-makers, which benefits the USAF and our country in the long run."

"Yes. The SP career field is extremely unique in that no other comparable function has responsibility for security and law enforcement. Additionally our senior officers must be superior commanders and quality managers. Finally, we must work hard against a preconceived mind set of our peers and superiors."

Negative Answers. Three respondents said, "no."

"No!"

"No. Our career field has an important role to play, but so do others. All must work together to insure 'mission' accomplishment. Some people lose sight of just what that mission is."

"No. It does require leadership to motivate people to accomplish a boring job in adverse situations, constant second guessing, occasionally asking subordinates to place their life on the line and working with predominantly first term airmen."

Uncategorized Answers. These answers contained both affirmative and negative qualities.

"The SP career field is unique primarily in the method in which it contributes to the mission. The same can be said for virtually every career field. However all of this must be overarched by the AF mission--to fly, fight, and win! If you look at one aspect only--sortie generation--then the uniqueness tends to become less obvious in that each discipline contributes its part of the task. The cop protects the runway (base), the pilot flies the sortie, the engineer repairs the field, the crew

chief turns the A/C, etc., etc. Having said all of this it is also important to point out that each career field does have those aspects which are different--mine, the security police business, is one of the few in AF that regularly carries weapons, also the one charged with the awesome responsibility of protecting nuclear weapons. My point is we must not let the differences become the only dominant concern."

"Somewhat. One of few career fields that stresses leadership. Have large number of junior enlisted with very few senior NCOs and officers. Is a non-technical, generalist career field."

#### UNCATEGORIZED COMMENT

One comment was received that did not relate to any specific question.

"Scale--1st time ever seen Likert scale read Disagree to Agree from left to right. . .usually works the other way. May affect your results. If you get statistical variance out of tolerance that may be the reason. Interesting logic train of questions."

#### WRITTEN RESPONSE, ATTRIBUTION, AND IDENTIFICATION

The response to requests for written remarks was high and allowed for extensive reporting of actual attitudes and opinions. Of the 41 valid questionnaires received, 37 of the senior security police officers responding made some sort of written comments. The fact that 90% of the respondents were willing to put the pen to the paper was significant in the usefulness of the open-end questioning. Additionally, 22 of the respondents were willing to have their comments attributed to them by name. Although the research outline evolved to exclude the use of material attributed by name, the willingness of over 50% of the respondents to be linked by name to some occasionally controversial and spirited material is noted.

#### COMMENTS NOT REPORTED OR ANALYZED

The following comments were received on questionnaire responses which arrived after deadlines for data reduction. Accordingly they were not reported in the target sample or formally analyzed. Nevertheless, they are included here so that the opinions of the officers who took the time to respond are duly recorded. The general current of these responses fits well with the overall target sample. All together, an additional ten replies were received, eight of those with written comments as

recorded below. These 10 responses, along with the core sample of 41, add up to a final return rate of 51 of 56 or an amazing 91%! The additional comments, by question, follow.

Question 27

Regarding technical skill requirements:

"Earlier in my career technical abilities were a more important aspect than now--guidance and decision making however, were as important then as now."

Question 31

Regarding career identity, is it stronger?

"Yes, because of the scarcity of O-6s in the SP business--while not many around, people tend to listen when you speak--I try to spend [a] reasonable amount of time in education of other fields about mine."

"Yes, because of increased rank thus [more] credibility."

"Yes. [I] have [a] stronger bond/identity with fellow careerists in [my] AFSC. [I] also feel stronger responsibility for career field development."

"No. The identity is similar. I have held primary positions as pilot, intelligence officer, chief of safety, C<sup>2</sup>, security police."

"Yes. Over the 24 years of security police officer duties it has gotten stronger."

"Yes--rank denotes experience--more experience, the easier it is to identify with."

"I identify strongly with my career field. However, since I'm an O-6 cop my peers and supervisors identify me as an Air Force leader capable of sound decisions and leadership ability which is gained from this AFSC experience."

"Yes and no. I realize this is not a very good answer, but let me explain. I feel my identification with my career field is stronger now because I have been in it for 24 years and have formed close relationships with my contemporaries and have reached the policy making grade. Therefore, my identification is stronger. However, since I have increased in rank and have a greater experience level, I now tend to look at things as an Air Force member and an Air Force Colonel, rather than in a strictly Security Police role as I did when I was a company grade officer."

Question 32

About parochialism, is it a problem?

"Tunnel vision is perhaps the greatest problem--trying to make [the] best decision for AF vs SPs--can be [a] problem--when you finally attain [a] position where a decision is needed that you personally have an input to, you 'sometimes' have to keep the best interest at heart of the USAF vs your life's business."

"No. The 81XX career field provides varied assignment levels and locations for those who seek opportunities."

"No more so than others, and less than many. Nature of my career field exposes me to many aspects of AF otherwise not experienced by many more specialized AFSCs."

"Parochialism is only a problem when command leadership is weak. That is why I strongly disagree with question #5. Specialization is necessary to develop technical skills but each specialty must be orchestrated by broadly experienced command leaders."

"I do not feel that parochialism is a problem because of the broad area we cover."

"It is a problem occasionally when decisions are made or actions undertaken with only security police inputs."

"Parochialism is a problem in the career field at the junior officer level. However, policy decisions on the role of the Security Police and its mission accomplishment goals are decided at a much higher level by experienced officers who understand the 'big picture.' The problems I have experienced with parochialism are normally at the junior officer level and it is incumbent upon senior officers to guide, mold and shape the thinking of our subordinates into a much more broader picture."

"Yes--all too often I find the MAJCOM pushing efforts to do things to allegedly enhance the career field yet the perception created in the rated community is negative--another way of putting it is we try to make changes to the career field that really don't improve the mission capability of the Air Force."

Question 33

Is the career field unique?

"No."

"We tend to think more of our career field and not enough about the AF mission--fly and fight."

"Yes. Security police are expected to train as the infantry of the AF yet our training time is severely limited compared to USA infantry due to day to day security requirements. It is difficult to 'surge' in the security specialty due to 24-hour post requirements."

"Responsibility for security and defense of AF resources makes us unique. Size of career field and use of weapons as its 'tools of trade' make it unique."

"Yes, it is unique. The career field being 70% first termers and the often boring security plus thankless law enforcement tasks, make the security police career field a distinctive leadership challenge."

"Yes. A close knit career field known for its dedication and excellence. The varied levels of assignments and opportunity to command as a company grade officer."

"Yes, I believe the career field is unique in a number of ways. First, we have a manpower intensive organization and to a limited extent we can benefit by the greater use of technologies that other career fields may find advantageous. Secondly, the security mission by itself is restrictive on the actions of other people, and a very fine line must be drawn between an adequate amount of security and the freedom of other people to perform their Air Force mission. Thirdly, our career field has a large percentage of young, single members who demand extraordinary management and leadership through all levels of supervision. Fourthly, the shift work schedules required by Security Police is another factor that requires constant supervision and management guidance."

"More demanding--especially as commander--have to want to be 'cop'--must be able to deal with people--special qualifications--first line of defense--officer/enlisted ratio."

## Appendix D

### COMPARATIVE SAMPLE REPORT

This appendix is a consolidated report of the comparative sample data. Closed-end questions are reported first, using the categories of "valid responses," "mean," "mode," "standard error," "standard deviation," and "distribution." The distribution is reported on the first line as a raw score (#) and then on the following line as a percentage (%). The open-end question report follows with a report of raw scores and percentages, supported by selected comments. Some specifics from the comparative sample are also reported in Appendices B and C, as well as in the text of this paper.

#### CLOSED-END QUESTIONS

1. Specialization is generally a reflection of the technical skill requirements of the Air Force.

Valid Responses: 132      Mean: 3.992      Mode: 4.000

Std Err: 0.052      Std Dev: 0.599

Distribution:

|   |     |   |     |   |     |   |      |   |      |
|---|-----|---|-----|---|-----|---|------|---|------|
| # | 1   | - | 3   | - | 9   | - | 102  | - | 17   |
| % | 0.8 | - | 2.3 | - | 6.8 | - | 77.3 | - | 12.9 |

2. Most specialties don't contribute directly to the primary USAF operational missions.

Valid Responses: 131      Mean: 2.015      Mode: 2.000

Std Err: 0.082      Std Dev: 0.936

Distribution:

|   |      |   |      |   |     |   |      |   |     |
|---|------|---|------|---|-----|---|------|---|-----|
| # | 36   | - | 75   | - | 4   | - | 14   | - | 2   |
| % | 27.5 | - | 57.3 | - | 3.1 | - | 10.7 | - | 1.5 |



3. Specialists are usually created by civilian education and Air Force technical training.

Valid Responses: 132      Mean: 3.348      Mode: 4.000

Std Err: 0.076      Std Dev: 0.874

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 3   | - | 24   | - | 31   | - | 72   | - | 2   |
| % | 2.3 | - | 18.2 | - | 23.5 | - | 54.5 | - | 1.5 |

4. Specialization is a management tool for maintaining a balanced personnel force structure.

Valid Responses: 132      Mean: 3.030      Mode: 4.000

Std Err: 0.087      Std Dev: 1.003

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 5   | - | 45   | - | 27   | - | 51   | - | 4   |
| % | 3.8 | - | 34.1 | - | 20.5 | - | 38.6 | - | 3.0 |

5. Most career specialties can operate in independent work groups with little command direction.

Valid Responses: 132      Mean: 2.432      Mode: 2.000

Std Err: 0.094      Std Dev: 1.079

Distribution:

|   |      |   |      |   |     |   |      |   |     |
|---|------|---|------|---|-----|---|------|---|-----|
| # | 23   | - | 64   | - | 12  | - | 31   | - | 2   |
| % | 17.4 | - | 48.5 | - | 9.1 | - | 23.5 | - | 1.5 |

6. Most specialists attain their expertise through on-the-job training and in-service experience.

Valid Responses: 132      Mean: 3.598      Mode: 4.000

Std Err: 0.071      Std Dev: 0.818

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 2   | - | 17   | - | 18   | - | 90   | - | 5   |
| % | 1.5 | - | 12.9 | - | 13.6 | - | 68.2 | - | 3.8 |

7. Career specialization often results in narrow, insulated viewpoints.

Valid Responses: 132      Mean: 3.295      Mode: 4.000

Std Err: 0.087      Std Dev: 1.002

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 5   | - | 28   | - | 31   | - | 59   | - | 9   |
| % | 3.8 | - | 21.2 | - | 23.5 | - | 44.7 | - | 6.8 |

8. Most specialists would not benefit from career-broadening assignments to an unrelated field.

Valid Responses: 132      Mean: 2.114      Mode: 2.000

Std Err: 0.082      Std Dev: 0.938

Distribution:

|   |      |   |      |   |     |   |      |   |     |
|---|------|---|------|---|-----|---|------|---|-----|
| # | 31   | - | 73   | - | 12  | - | 14   | - | 2   |
| % | 23.5 | - | 55.3 | - | 9.1 | - | 10.6 | - | 1.5 |

9. Most career specialties do not have a broad enough base to create future USAF general officers.

Valid Responses: 132      Mean: 2.932      Mode: 2.000

Std Err: 0.100      Std Dev: 1.154

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 13  | - | 43   | - | 26   | - | 40   | - | 10  |
| % | 9.8 | - | 32.6 | - | 19.7 | - | 30.3 | - | 7.6 |

10. Career specialization introduces bias into most decision making processes within the Air Force.

Valid Responses: 132      Mean: 3.273      Mode: 4.000

Std Err: 0.090      Std Dev: 1.034

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 6   | - | 32   | - | 21   | - | 66   | - | 7   |
| % | 4.5 | - | 24.2 | - | 15.9 | - | 50.0 | - | 5.3 |

AD-A156 177

CAREER SPECIALIZATION: THE SENIOR SECURITY POLICE  
OFFICERS' VIEW(U) AIR COMMAND AND STAFF COLL MAXWELL  
AFB AL 5 L BUSBOOM APR 85 ACSC-85-0345

2/2

UNCLASSIFIED

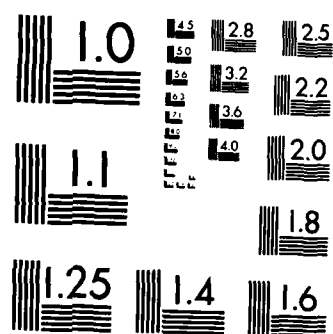
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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

11. My USAF identity is best illustrated by the functional/specialty badges I have earned.

Valid Responses: 132      Mean: 2.977      Mode: 4.000

Std Err: 0.103      Std Dev: 1.188

Distribution:

|   |      |   |      |   |      |   |      |   |     |
|---|------|---|------|---|------|---|------|---|-----|
| # | 17   | - | 37   | - | 16   | - | 56   | - | 6   |
| % | 12.9 | - | 28.0 | - | 12.1 | - | 42.4 | - | 4.5 |

12. My career specialty has a clearly definable civilian counterpart.

Valid Responses: 132      Mean: 3.008      Mode: 4.000

Std Err: 0.121      Std Dev: 1.390

Distribution:

|   |      |   |      |   |     |   |      |   |      |
|---|------|---|------|---|-----|---|------|---|------|
| # | 24   | - | 36   | - | 5   | - | 49   | - | 18   |
| % | 18.2 | - | 27.3 | - | 3.8 | - | 37.1 | - | 13.6 |

13. My AFSC has a distinct role and mission of its own.

Valid Responses: 132      Mean: 3.629      Mode: 4.000

Std Err: 0.096      Std Dev: 1.108

Distribution:

|   |     |   |      |   |     |   |      |   |      |
|---|-----|---|------|---|-----|---|------|---|------|
| # | 6   | - | 22   | - | 12  | - | 67   | - | 25   |
| % | 4.5 | - | 16.7 | - | 9.1 | - | 50.8 | - | 18.9 |

14. My AFSC is a source of prestige when dealing with my USAF peers from other career fields.

Valid Responses: 132      Mean: 3.500      Mode: 4.000

Std Err: 0.076      Std Dev: 0.878

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 1   | - | 19   | - | 37   | - | 63   | - | 12  |
| % | 0.8 | - | 14.4 | - | 28.0 | - | 47.7 | - | 9.1 |

15. I identify more closely with my unit or staff than with my AFSC at large.

Valid Responses: 132      Mean: 3.432      Mode: 4.000

Std Err: 0.085      Std Dev: 0.974

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 3   | - | 26   | - | 25   | - | 67   | - | 11  |
| % | 2.3 | - | 19.7 | - | 18.9 | - | 50.8 | - | 8.3 |

16. I will most likely pursue a civilian career equivalent to my present career field after retirement.

Valid Responses: 132      Mean: 2.598      Mode: 2.000

Std Err: 0.105      Std Dev: 1.210

Distribution:

|   |      |   |      |   |      |   |      |   |     |
|---|------|---|------|---|------|---|------|---|-----|
| # | 27   | - | 43   | - | 27   | - | 26   | - | 9   |
| % | 20.5 | - | 32.6 | - | 20.5 | - | 19.7 | - | 6.8 |

17. The identity of my AFSC as a distinct career field has grown in the past 15-20 years.

Valid Responses: 132      Mean: 2.992      Mode: 4.000

Std Err: 0.096      Std Dev: 1.109

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 12  | - | 35   | - | 37   | - | 38   | - | 10  |
| % | 9.1 | - | 26.5 | - | 28.0 | - | 28.8 | - | 7.6 |

18. My AFSC has a primary war-fighting role.

Valid Responses: 132      Mean: 3.788      Mode: 5.000

Std Err: 0.119      Std Dev: 1.371

Distribution:

|   |     |   |      |   |     |   |      |   |      |
|---|-----|---|------|---|-----|---|------|---|------|
| # | 11  | - | 21   | - | 11  | - | 31   | - | 58   |
| % | 8.3 | - | 15.9 | - | 8.3 | - | 23.5 | - | 43.9 |

19. My AFSC demands greater leadership skill than most other specialties.

Valid Responses: 132      Mean: 3.545      Mode: 4.000

Std Err: 0.096      Std Dev: 1.108

Distribution:

|   |     |        |        |        |        |
|---|-----|--------|--------|--------|--------|
| # | 5   | - 20   | - 34   | - 44   | - 29   |
| % | 3.8 | - 15.2 | - 25.8 | - 33.3 | - 22.0 |

20. My career field is closely related to several other career fields.

Valid Responses: 132      Mean: 3.167      Mode: 4.000

Std Err: 0.097      Std Dev: 1.120

Distribution:

|   |     |        |        |        |       |
|---|-----|--------|--------|--------|-------|
| # | 8   | - 39   | - 18   | - 57   | - 10  |
| % | 6.1 | - 29.5 | - 13.6 | - 43.2 | - 7.6 |

21. I am a generalist because my AFSC requires a broad range of skills.

Valid Responses: 132      Mean: 3.485      Mode: 4.000

Std Err: 0.085      Std Dev: 0.977

Distribution:

|   |     |        |        |        |       |
|---|-----|--------|--------|--------|-------|
| # | 3   | - 25   | - 21   | - 71   | - 12  |
| % | 2.3 | - 18.9 | - 15.9 | - 53.8 | - 9.1 |

22. Generally, my superiors from other career specialties have an accurate understanding of my specialty.

Valid Responses: 132      Mean: 3.235      Mode: 4.000

Std Err: 0.090      Std Dev: 1.033

Distribution:

|   |     |        |        |        |       |
|---|-----|--------|--------|--------|-------|
| # | 7   | - 33   | - 18   | - 70   | - 4   |
| % | 5.3 | - 25.0 | - 13.6 | - 53.0 | - 3.0 |

23. My career can be identified with one or two specific weapons systems.

Valid Responses: 132      Mean: 2.583      Mode: 4.000

Std Err: 0.116      Std Dev: 1.331

Distribution:

|   |      |   |      |   |     |   |      |   |     |
|---|------|---|------|---|-----|---|------|---|-----|
| # | 38   | - | 36   | - | 6   | - | 47   | - | 5   |
| % | 28.8 | - | 27.3 | - | 4.5 | - | 35.6 | - | 3.8 |

24. At this point in my career, my AFSC limits my promotion potential.

Valid Responses: 132      Mean: 2.288      Mode: 1.000

Std Err: 0.113      Std Dev: 1.299

Distribution:

|   |      |   |      |   |     |   |      |   |     |
|---|------|---|------|---|-----|---|------|---|-----|
| # | 48   | - | 40   | - | 9   | - | 28   | - | 7   |
| % | 36.4 | - | 30.3 | - | 6.8 | - | 21.2 | - | 5.3 |

25. Generally, my peers in other specialties have an accurate understanding of my specialty.

Valid Responses: 132      Mean: 2.977      Mode: 4.000

Std Err: 0.093      Std Dev: 1.066

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 8   | - | 46   | - | 25   | - | 47   | - | 6   |
| % | 6.1 | - | 34.8 | - | 18.9 | - | 35.6 | - | 4.5 |

26. My USAF career can be identified with one or two particular Major Commands.

Valid Responses: 132      Mean: 3.068      Mode: 4.000

Std Err: 0.120      Std Dev: 1.377

Distribution:

|   |      |   |      |   |     |   |      |   |      |
|---|------|---|------|---|-----|---|------|---|------|
| # | 23   | - | 33   | - | 6   | - | 52   | - | 18   |
| % | 17.4 | - | 25.0 | - | 4.5 | - | 39.4 | - | 13.6 |



27. I am a specialist because my primary AFSC requires specific technical skills.

Valid Responses: 132      Mean: 3.273      Mode: 4.000

Std Err: 0.090      Std Dev: 1.034

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 6   | - | 30   | - | 27   | - | 60   | - | 9   |
| % | 4.5 | - | 22.7 | - | 20.5 | - | 45.5 | - | 6.8 |

28. My AFSC identity has been a positive force in my career progression.

Valid Responses: 132      Mean: 3.553      Mode: 4.000

Std Err: 0.091      Std Dev: 1.051

Distribution:

|   |     |   |     |   |      |   |      |   |      |
|---|-----|---|-----|---|------|---|------|---|------|
| # | 8   | - | 13  | - | 28   | - | 64   | - | 19   |
| % | 6.1 | - | 9.8 | - | 21.2 | - | 48.5 | - | 14.4 |

29. My USAF experience has adequately prepared me to lead officers with other AFSCs.

Valid Responses: 131      Mean: 3.855      Mode: 4.000

Std Err: 0.084      Std Dev: 0.962

Distribution:

|   |     |   |     |   |      |   |      |   |      |
|---|-----|---|-----|---|------|---|------|---|------|
| # | 4   | - | 11  | - | 14   | - | 73   | - | 29   |
| % | 3.1 | - | 8.4 | - | 10.7 | - | 55.7 | - | 22.1 |

30. My career experience has led me to deemphasize my AFSC identity as I have progressed in rank.

Valid Responses: 130      Mean: 2.977      Mode: 2.000

Std Err: 0.100      Std Dev: 1.144

Distribution:

|   |     |   |      |   |      |   |      |   |     |
|---|-----|---|------|---|------|---|------|---|-----|
| # | 8   | - | 51   | - | 18   | - | 42   | - | 11  |
| % | 6.2 | - | 39.2 | - | 13.8 | - | 32.3 | - | 8.5 |

## OPEN-END QUESTIONS

Of 132 respondents, 102 or 77% provided at least one answer to an open-end question. Twenty of the respondents (15%) agreed to attribution by name. This is not a full report--the answers were grouped into like categories instead. The groupings and numbers replying were recorded first. Then one or two of the most representative answers or excerpts are used to represent the rest of the described group.

### Question 31

"Do you feel your identification with your career field is stronger now than it was as a company grade officer? Explain."

Of 132 valid questionnaires, 35 (27%) did not answer this question, and 12 (9%) respondents gave answers that were characterized as neither "yes" or "no." The remaining responses came down heavily as a negative response to the question, with 61 respondents choosing a "no" answer for a near majority of 46% of the possible responses. Only 24 (18%) of the sample gave an affirmative response.

The most common reason for stating that career field identity had not grown were: an increase in the scope of responsibility, career broadening assignments and a general progression from "specialist" jobs to "generalist" duties as rank progressed. These three themes are represented by selected quotations from the respondents:

Scope of Responsibility. "No. Increased grade has expanded job responsibilities," and "No, increased rank increases responsibility--normally."

Career Broadening. "No--have broadened my basis as I have moved up in rank--I've had several career broadening 'jobs,'" and "No. . . career broadening, rated sup, PME and two MAJCOM tours have broadened by perspective."

Specialist to Generalist. "No--as I have progressed more in rank, I have become more of a generalist," "No. Now more of a generalist," and "No--specialization is inversely proportional to rank."

For those saying that identity with their primary career field had grown, one general theme emerged: increase in rank had meant more visibility in their career field. "Yes, only because the top jobs in my field are obtainable only by those with extensive experience in that field. I must strongly ID with that AFSC to get those jobs," "Yes--more senior in rank--knew more

people and places in a kind of 'brotherhood'," "Yes, due mainly to the increased time and experience in the same career field," and "... I am fairly well known throughout my career field due to previous assignments I've had."

Those responses categorized as neither positive or negative said in one manner or another that their identity with their primary career field was "constant" or had "remained about the same."

#### Question\_32

"Do you feel that parochialism is a problem in your career field? If so, what problems have you experienced; if not, what benefits have you received from specialization?"

One third of the valid questionnaire responses (42/32%) offered no response at all to this question and 8% (11) gave responses that were neither positive nor negative. The remaining "yes" and "no" responses were evenly spread, with 37 (28%) affirmative answers and 42 (32%) negative comments.

The "yes" answers provided little opportunity for grouping or clustering. Some said parochialism was a "fact of life" in all career fields Air Force wide, and one respondent said each career field had "... its own 'cultural baggage'." Several of the most readable and interesting comments follow.

"Yes, tendency to protect slots for a specific AFSC. The 'Godfather' (ranking officer) has to give his 'blessing' to career broadening at field grade level."

"Absolutely. Too much wimping about the adverse effect of rated officers in maintenance. It's irrational and dangerous. We need rated officers."

"Yes--pilots don't take time to understand the problems of support personnel," and "Yes, many rated people have little understanding of support career fields."

"Yes--tend to be more functionally oriented rather than Air Force mission oriented. Emphasis to management rather than warfighting."

The "no" answers took many forms to explain that parochialism wasn't a problem. Some pointed out that while parochialism exists, that doesn't necessarily mean it is a problem. Several quotes that are representative of the negative answers are provided below.

"Not to the extent that it is a 'problem.' While 'gold watches' abound, our senior leadership seems to take care of the issue before [it] gets to be a real problem. I believe over-specialization breeds tunnel vision. I haven't seen any real benefits from it."

"Being a pilot, I benefit from traditional AF parochialism toward that career field."

"No, intelligent, secure people seek the expertise of the experts and increase their own storehouse of knowledge. Dummies see only their own view and reject the views of others. Definition of parochialism: 'When you don't agree with me.'"

"Parochialism is required in my career field. It standardizes the force and ensures we are all on the same wavelength."

#### Question\_33

"Do you view your career field as being unique in any particular way? Please describe the important differences between your career field and others."

The respondents answered this question "yes" 48 times (36%) and "no" 30 (23%) times for a pattern that favored positive responses 3 to 2 over negative responses. There were 40 valid questionnaires that didn't have a written opinion, however--a full 30% of the potential respondents. Eleven percent (14) of the responses could not be categorized as either positive or negative.

The affirmative answers had one very strong subset. Twelve of the respondents saying "yes" identified themselves as pilots (or "operators") and pointed out that they had a combat role, or the Air Force mission.

"Yes. The pilot force represents the focal point of every Air Force function. Each of us is intended to give the pilot the wherewithall to perform the ultimate mission. . . considerations, coupled with the mystique which still surrounds aviation, creates a special fraternity among military pilots."

"Yes -I am in the combat arm."

"Yes--it is the primary mission of the Air Force to fly and fight!"

"Yes. I am trained to kill people--others support people."

"Yes--A direct combat capability--there are too many non-combat/not-required, **non-supportive fat** in the USAF."

The negative answers were interesting in that only 7 of the 30 answers in this group had any comments other than the word "no." One respondent who did provide comments offered this disclaimer for an explanation of why his navigator-maintenance officer background was not unique: "No! [My job] could have been done by anyone willing to volunteer for the difficult or distasteful (Maintenance, Minot, overseas, etc.)."

Of the uncategorized responses, some were very "quotable" and provided interesting viewpoints.

"What is my career field? Pilot or officer. I submit it's the latter."

"The field isn't, but I am."

"No--fighter pilots are simply superior."

"All career fields have unique aspects. The object is to submerge those identities into the more important identity: officer. That's what we all must be--not pilots, navs or support--officers, all working to meet the same mission."

#### WRITTEN COMMENTS ON CLOSED-END QUESTIONS

No overall selection of comments was made in this category because the replies weren't consistent. Only 9 respondents provided a total of 22 comments directly related to a particular closed-end question. No particular pattern was established; the results were not useful for comparisons to the target sample. There were two responses regarding parochialism which made strong points about viewpoint and career broadening.

"Although some individuals may take a quite narrow view, most Air Force officers are capable of being open to other ideas and incorporating them in their thought process."

"Career broadening (at least one three-year tour) into another unrelated specialty is essential to the development of all Air Force officers. This gives each one a broader outlook."

#### OTHER COMMENTS

Ten respondents in the comparative sample took the time to write a selection of comments not directly related to any closed or open-end questions. Two pointed out that the closed-end response choices were on a scale from disagree (on the left) to agree (on the right) which is opposite of the normal use of the Likert scale. Others were apparently uncomfortable with the

interchangable use the questionnaire makes of "AFSC," "Career Field," and "Specialty." Four responses in particular provided a strong potential antidote to any pride of authorship for the survey.

"**Ridiculous** questions--all Air Force officers are specialists--if an individual is a fighter pilot he is no less a specialist--perhaps more so--than an engineer."

"This is a dumb survey. Any conclusions reached are useless--my opinion."

"This is one of the poorest surveys I have ever seen. The way the questions are worded for the type of information trying to be obtained leaves a lot to be desired . . . I feel we are a captive group of guinea pigs from the number of surveys we have filled out this year. It is time to call a halt to this over abuse of a senior officer resource."

"I don't know what axe you have to grind, but this is the second worst questionnaire I've had to complete this year . . ."

Setting aside the question of whether or not this was the worst or second worst survey of the school year at Air War College, the more pertinent question of the overall response results from the comparative sample follows.

#### WRITTEN RESPONSE, ATTRIBUTION, AND IDENTIFICATION

The comparative sample included a total population of 154 USAF regular officers and 11 Air National Guard or Air Force Reserve officers on active duty, minus two security police officers whose responses were included in the target sample. Of the resultant 163 possible respondents, 132 provided valid questionnaire responses. This 81% response rate was supported by 77% (102) of the respondents providing some sort of written response and 15% (20) who were willing to have their comments attributed to them by name.

## Appendix E

### STUDY DESIGN

Conducting a statistical study includes at least three separate steps: construction, application and reporting. The final product is the report, but the order of presentation in the report does not necessarily reflect the order of construction and application. This appendix integrates the three steps and offers the reader a consolidated view of the process. Originally designed as a research tool for this study, the integrated model that follows this discussion can serve the reader as well as it did the author.

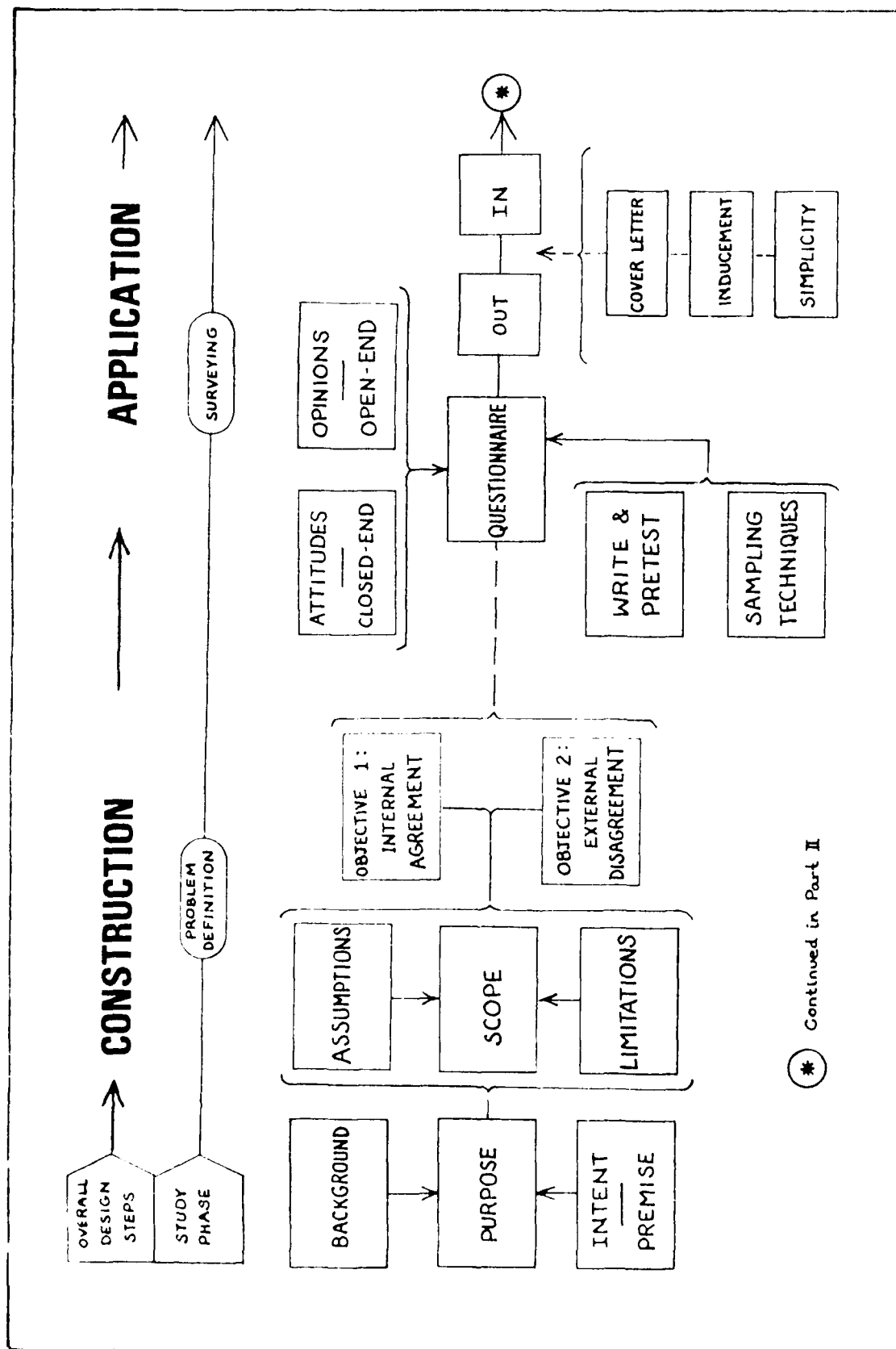


Figure 5. Study Design Model, Part I



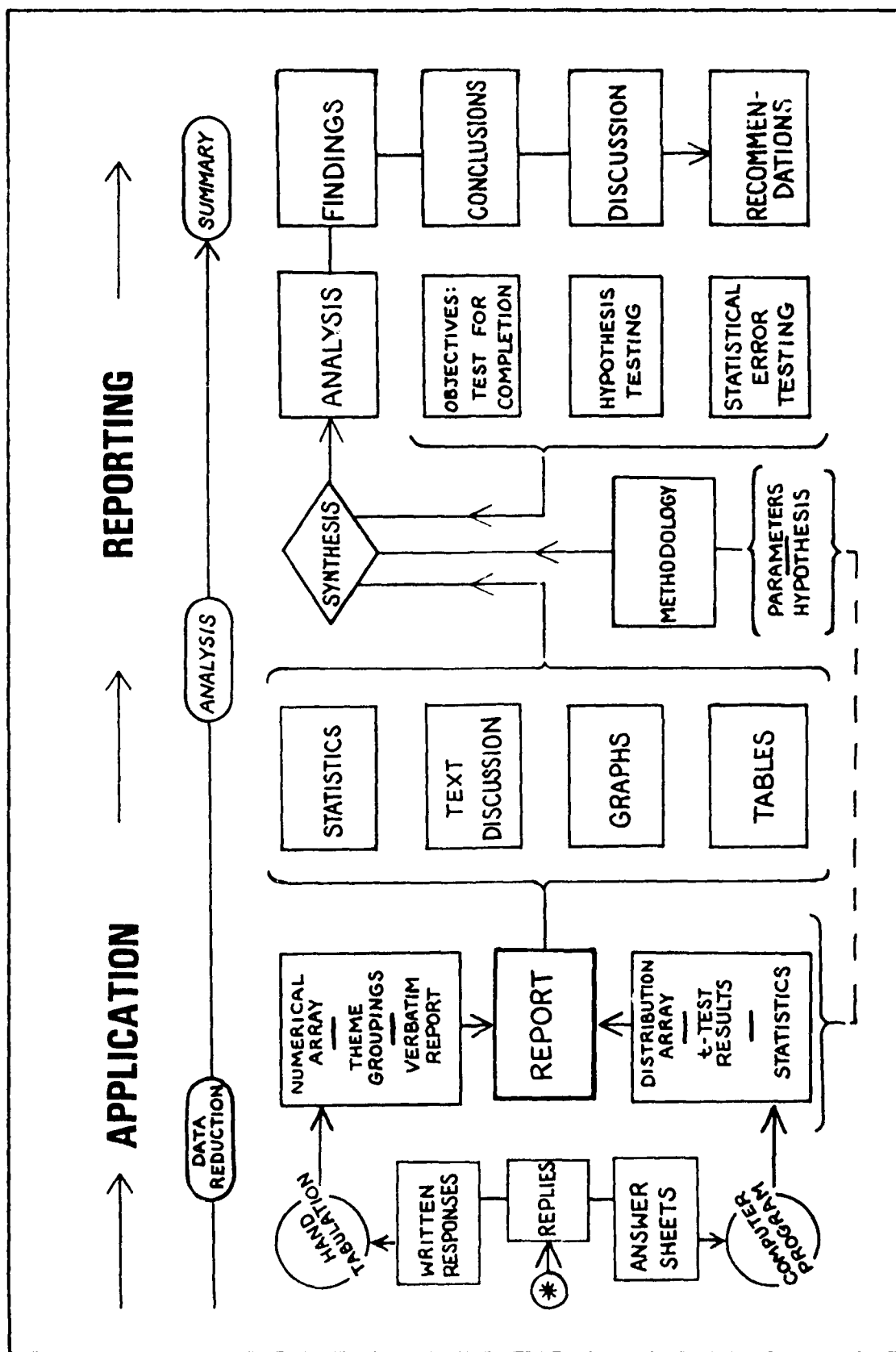


Figure 6. Study Design Model, Part II.

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